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ABSTRACT

This guidebook is designed as a workbook and resource for workshop participants at regional meetings on bilingual vocational training (BVT). Since the book was intended to be introduced as parts of lecture, discussions, or participatory exercises in the workshops, not all is necessarily self-explanatory. The book treats only selected topics in BVT, including overview of BVT, assessing the job market, assessing students, BVT networks, BVT materials, private sector linkages, vocational/language coordination, funding sources, and action planning/proposal writing. Topics are treated through one or more of the following: brief narrative descriptions of concepts, research findings, or program development steps; resource materials or people available; learning and discussion worksheets; and supplementary articles. The final section includes two bibliographies. The annotated bibliography contains abstracts of selected documents of interest to BVT practitioners. The master bibliography lists in citation form all of the documents that have been previously cited in the small bibliographies found at the end of most of the sections. (YLB)

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Promoting Local Adoption of Bilingual Vocational Training Models

Regional Meetings

New York City, NY:	January 26 - 28, 1987
Oakland, CA:	February 9 - 11, 1987
Houston, TX:	February 23-25, 1987

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PREFACE AND ACKNOWLEDGMENTS -- DECEMBER 1987 VERSION

This guidebook was written as a work and resource book for workshop participants at regional meetings on Bilingual Vocational Training (BVT) which we conducted across the U.S. earlier this year. The high degree of interest in, and continuing requests for the guidebook caused us to reprint it recently. Its basic structure has not been changed. Since the book was intended to be introduced as parts of lectures, discussions, or participatory exercises in the workshops, not all of it is necessarily self-explanatory to the uninitiated reader. Nevertheless, the majority of the guidebook should be useable for those who have some familiarity with BVT, and at least some of it should be useable even for those with no formal knowledge of the programs.

For those who may be using the guidebook without having been oriented to it at the original regional meetings, be aware that the book treats only selected topics in BVT. These topics were gleaned from some needs assessment work done by the Research Management Corporation staff as part of a larger project (described below). The topics, shown on the next page in the Table of Contents, are treated through one or more of the following: brief narrative descriptions of concepts, research findings, or program development steps; resource materials or people available; learning and discussion worksheets; and supplementary articles.

The general context of the project out of which this book was developed is as follows: the purpose was to provide technical assistance to aspiring practitioners of BVT programs to help them adopt or adapt successful features of a BVT model without their receiving direct Federal BVT funding. The assistance was provided through two basic means: a series of regional meetings, and on-site assistance to local BVT aspirants. The regional meetings were held early in 1987 in New York City (January 26-28), Oakland, CA (February 9-11) and Houston, TX (February 23-25) based upon the content and format of this book. From among the approximately 100 participants representing 64 different organizations at the regional meetings, eight agencies were selected for the follow-up on-site technical assistance to develop a BVT program. This on-site work took place from April to September and included staff development workshops, individual or small group meetings, materials' development or provision, and other planning activities.

The major directions for the project, and very much for this guidebook, came from a number of people whose contributions are gratefully acknowledged. The Research Management Corporation staff who were the primary authors of this book were Chuck Harns and Cindy Gimbert in addition to myself. Germaine Nadeau coordinated and facilitated its assembly and printing. Workshop development and conduct was also done by Dave and Karen Nolan of our staff. A Technical Advisory Group reviewed our initial plans and drafts of this book and provided very useful suggestions for revisions and, in some cases, major redirections. The group included:
- Curtis Bradley, Florida International University
- Bruce Bushart, New York State Refugee Coordinator
- Deborah Fauntleroy, Boston Private Industry Council
- Gerard Fiala, U.S. Department of Labor
- David Hemphill, San Francisco State University
- Daniel Munguia, Houston Community College
- Kimchi Nguyen, U.S. Office of Refugee Resettlement.

Finally, the Office of Vocational and Adult Education staff, and primarily Nancy Smith, provided direction, critique, and redirection throughout, as well as support and a lot of effort to make the project work. We are grateful to these people and others, though we take the responsibility for omissions and errors in the product to follow.

Donald J. Cichon
Project Manager

BILINGUAL VOCATIONAL TRAINING

OVERVIEW

WHY
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Adults in the United States who are limited in their English proficiency face special problems. One of the most crucial and immediate problems they confront is that of becoming economically self-sufficient. The usual difficulties that native English speakers experience in seeking and keeping a good job are redoubled for these people. Education programs which assist limited English proficient (LEP) adults in acquiring the vocational and language skills they need, often assume two primary responsibilities:

1) providing short-term, non-degree **vocational training** that the learners can both understand and benefit from quickly, and 2) providing **instruction in vocational English as a second language** (VESL) based on their job-specific language needs. Education programs which include these two components are termed Bilingual Vocational Training (BVT) programs. BVT programs may vary significantly in the way the program is organized, but all will share the two basic features: short-term vocational training which is made understandable to the adult LEP student, and job-specific VESL instruction.

PROMISING PROGRAMS

While all BVT programs are concerned with assisting LEP adults in their efforts to enter into and progress in the world of work, many variations can be observed in the approaches used to reach these ends. The report Promising Programs and Practices, by Chinatown Resources Development Center, describes four approaches to employment-related training for limited-English-proficient adults Two of the approaches, the work experience and the vocational program approach, are consistent with our definition of BVT.

The Work Experience Approach: A program which provides vocational training on-the-job in an actual workplace, while the student continues to receive VESL instruction, counseling and other services in an educational setting.

Vocational Program Approach: A program which provides closely coordinated instruction in vocational skills and specifically related English, both in an educational setting. Students may be placed in regular vocational classes with native speakers of English, or in separate skill classes set up for limited-English speakers. A variety of strategies may be used to make the vocational instruction understandable to the trainees, including the use of bilingual vocational instructors, teachers' aides who can act as translators/tutors, and the use of bilingual instructional materials.

While the two other approaches described in Promising Programs, the VESL approach and the worksite approach, are useful models for programs that wish to serve primarily the employment-related language and cultural learning needs of the clientele, they do not fit our description of BVT.

- The VESL approach provides classroom training in the English language communication skills that LEP adults need in order to function competently in the world of work. There is no vocational component, and the VESL instruction is not tied to a particular job skill.
- The worksite approach is a program which provides language and communication skills training to LEP adults who are already working for a particular company, or group of companies in the same industry. The training usually takes place on the company's premises, and may include training for the managerial and supervisory staff of the company in ways to improve communication with LEP employees. In this case the VESL is directly tied to the learner's particular job skill needs, but vocational skills training is not specifically included.

Both of these approaches are useful in their own right as employment-related language and cultural training program models. Additionally, these two program types can be useful "jumping-off points" for the creation of BVT programs.

BVT program models may vary in:

- the amount of emphasis placed on English language instruction as compared with vocational training;
- the extent to which the vocational component is integrated into the program or is external to the program; and,
- the location of the program (at the workplace, in an educational setting, or mixed).

But while the models vary in these and other features, they do share the common goal of preparing LEP adults, linguistically and vocationally, for employment in an English-speaking environment. All share concerns in the area of finances, administrative support, staff development, a competency-based philosophy, need for a variety of support services, and cross-cultural training. While other BVT models may exist, the two BVT approaches noted, the work experience approach and the vocational program approach, most closely approximate the majority of the current federally-funded BVT programs. A useful summary of the history of bilingual and vocational education legislation, which has strongly influenced the BVT models described here, can be found in Chapter II of Bradley & Friedenberg's Foundations and Strategies for Bilingual Vocational Education. The bottom line for all programs, whether federally-funded or not, is that they are successful in serving the needs of the participants. Research has been helpful in uncovering the general strategies and specific practices that BVT practitioners have developed to make their programs work well.

WHAT WORKS

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What do the most successful BVT programs do in order to achieve their success? While there is certainly much yet to be learned in this area, many good ideas have already been identified. Six general guidelines for success in BVT programs are listed in Exhibit 1. How are these guidelines used in practice in actual BVT programs? Take a look at item two, for example, noting the importance of establishing measurable program and instructional objectives. The staff of a BVT program providing a six-month training in refrigeration equipment repair might decide that these are their program objectives:

- Train 35 LEP students in refrigeration repair skills.
- Achieve a 90% completion rate for the course.
- 75% of the students will be employed within one month after training.
- At least four sources of funding will be identified by the end of the second month of our program, and at least two will be seriously pursued with specific funding proposals.

And this may be one of their many instructional objectives:

- By the end of this lesson, the student will be able to identify three different condensers, explain the use of each one, and will be able to demonstrate the ability to replace each of them on actual equipment.

EXHIBIT 1

General Guidelines for Success in BVT Programs

1. Program planners should **assess the need for educational services.** For instance, will the program offer classes in a neighborhood easily accessible to LEP students?

2. Planners should **set measurable program and instructional objectives.** Staff members need to know the goals they are expected to accomplish, and the program needs to know if it is succeeding.

3. Planners should establish effective and objective **methods for measuring success.** For instance, will the program use a participant's improved English proficiency as a measure of success? Will the program use pre- and post-tests to measure a learner's gains in language proficiency?

4. Planners should **ensure that adequate time, facilities, and equipment are available** to the program to meet the established objectives. For instance, because second language learning takes time, ESL classes should meet frequently enough to promote the adult's language acquisition. Adult education classes should be scheduled to accommodate the participants' other responsibilities, such as jobs and childcare.

5. Planners should **secure adequate funding so that ESL instructors can be hired for an entire year.** Part-time, temporary staff members may not be able to meet the project's objectives. Continuity is important to the project's success.

6. Program planners should **hire well-trained staff members and provide pre- or in-service training to enhance their skills.** For instance, teachers trained to provide academic ESL instruction need information about teaching job-related ESL.

Adapted from: Troike, et al. (1981, March). Assessing successful strategies in bilingual vocational training programs. Rosslyn, VA: InterAmerica Research Associates.

By stating their objectives in measurable terms, the BVT program staff have accomplished several important things. First, they have clarified for themselves and for the students just what is expected of them. Second, they have given themselves guidelines for measuring success and failure which are clear and understandable. Third, they have created a practical guide for budgeting, planning, program and curriculum development. And finally, they have insured that they will have the kind of information that potential funders will need in order to judge the value of their investment, and to justify their commitment of funds to the BVT program. This is just one example of how the six guidelines are played out in the daily practice of successful BVT programs, and how they directly increase the program's chances for success. You might find it useful to read through the six guidelines in Exhibit 1 and come up with your own ideas and examples for each one.

OVERCOMING BSTACLES

The obstacles to full participation of students in BVT programs are many. The students may have personal and family problems, such as difficulty with childcare, health problems and lack of financial resources. The program may inadvertently create obstacles to full participation by using instructional techniques and materials which are not appropriate for the learners. Even when these two types of obstacles are not present, the trainees may harbor great anxiety about their abilities, their readiness and their appropriateness for the training program.

Exhibit 2 lists nine recommendations for overcoming obstacles to the full participation of trainees in BVT programs. Look for example at number seven. At Houston Community College's BVT program, the project director uses a strategy whereby former trainees meet with the current class to discuss work requirements and employer expectations. In this way the new trainees have role models to assist them in becoming adjusted to their new life. Former trainees who are now working have great credibility with the new students. They can be helpful in increasing motivation and lessening anxiety in the students, as well as in helping the program staff keep their efforts on-target.

PROMISING PRACTICES

What makes good BVT programs tick? Exhibit 3 lists several practices, or program areas, that have been identified as crucial to the success of BVT efforts. Look, for example, at number seven -- counseling and guidance. One BVT program has developed a "mentor" system to respond to the students' needs in this regard. In this system each student is matched-up with a particular instructor who will act as her or his mentor. The instructor/mentor is the first line of assistance to the trainee. Because the trainees see the instructors frequently, there is little delay in responding to the trainees' needs. Additionally, the personalizing of the counseling responsibilities can add stability and continuity to the process. You'll have the chance to explore several of the practices noted in Exhibit 3 more closely during this regional meeting. For now it might be useful for you to look over the practices, note what your program presently does in that area -- particulary the specific activities that you feel are most important for each one, and the areas which you would like to explore more closely.

EXHIBIT 2

Recommendations for overcoming the obstacles to full participation by trainees in BVT programs

1. Training allowances or stipends should be retained as an allowable expenditure in BVT projects.

2. Target group needs assessment should focus on needs and problems which affect the ability of persons to participate in the program.

3. Project planning should focus on issues that affect potential participants.

4. Screening and selection should focus on enrolling persons who most need the training and, from among that group, those who are most motivated to participate fully.

5. Early identification and prevention of obstacles to participation should be emphasized in projects.

6. Project staff should be selected for their capability and appropriateness for serving the trainees.

7. The use of successful former trainees as role models should be increased.

8. Early job referrals and job placements should be avoided to the extent possible.

9. Project record systems should be established to distinguish among training completers and the various types of non-completers.

From: Berry, D. W., & Feldman, M. A. (1985, May). Overcoming obstacles to full participation of trainees in bilingual vocational training programs (pp. 11-14). Washington, DC: Miranda Associates.

EXHIBIT 3

Promising Practices in Bilingual Vocational Training Programs

1. Creative and comprehensive publicity and recruitment efforts.

2. A systematic student intake process.

3. Initial and on-going student orientation.

4. Appropriate and consistent student assessment and placement methods.

5. VESL curriculum and instruction which is specifically designed for the trainees' vocational needs, and which is continually adapted to changing circumstances.

6. Vocational curriculum which is specifically tied to the trainees' job-related skill needs, is competency-based in format, and which is made understandable to the LEP trainees.

7. Counseling and guidance services which are culturally, linguistically and logistically responsive to the trainees' needs.

8. Ancillary services, such as childcare and transportation.

9. The development and dissemination of useful products for BVT practitioners, for example, curriculum guides, assessment instruments, and monographs.

10. A strong emphasis on staff development including the provision of inservice training, and the use of strategies to familiarize staff with one another's work and educational perspective.

11. The recruitment and continual use of an advisory panel drawn from community action groups, private industry, local government, and other sources.

12. Job development services which both identify and respond to existing needs in the community, and which actively promote the relationship of the BVT program with appropriate employers.

13. Job placement services which provide an optimum match between the trainee and the employer, and which provide follow-up and support services to both the employer and the trainee.

14. Evaluation procedures which provide accurate and useful information to the program and to its supporters, both while the training program is in progress and after it has concluded.

From: A variety of sources, including:

Chinatown Resources Development Center. (1985). Promising programs and practices: Vocational education for the limited-English-proficient (pp. 13-54). San Francisco, CA: Author.

CONCLUDING COMMENTS

The majority of the participants at this meeting are without federal funding for their BVT programs. This raises several issues in relation to the ideas presented so far. First, how can you make best use of the recommendations for program strategies and practices highlighted in these few pages? Considering the fact that most of the information on strategies and practices noted was generated by studying federally-funded programs, an auxiliary question may be, "How can I make best use of these findings in my program, current or planned, which is not federally funded?"

The findings may be of use to you in a variety of ways. First, they provide you with the opportunity to gain from the experiences of other BVT practitioners. By making use of these findings you can increase your program's effectiveness in meeting your clients' needs, without having to "reinvent the wheel". Second, the findings can provide you with stimulation to develop new models which expand upon the ideas generated by the research to date, and which are fine-tuned to meet your particular clients' needs. And finally, knowledge of the current state-of-the-art in BVT can give you ammunition -- support in your efforts to secure new or continued funding from a variety of sources. Potential funders will appreciate your efforts to base your plans and practices on current BVT research findings, while your clientele will benefit from your knowledge of successful BVT practices.

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BVT REGIONAL MEETING - SESSION REVIEW AND ACTION PLANNING FORM

SESSION #1: KEYNOTE EXERCISE, BVT OVERVIEW

1. First, in two or three sentences please summarize what you've learned from this session.

_____

_____

_____

_____

_____

2. Next, identify two or three ideas, practices and/or resources from this session that will be useful to you in your work. Be brief and specific!

A. _____

_____

B. _____

_____

C. _____

_____

3. Last, consider if what you've learned in this session has any implications for action on your part when you return to your work. If so, please list below what specific actions you will take, and when you will take them.

A. WHAT: _____

WHEN: _____

B. WHAT: _____

WHEN: _____

C. WHAT: _____

WHEN: _____

ASSESSING

THE JOB MARKET

OVERVIEW

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The essential outcome of a BVT program is not merely to have participating students learn vocational skills, but to have them get jobs, preferably in the skill areas in which they were trained. In this way they can become economically self-sufficient or improved over their former economic levels. If they are to have a reasonable chance of obtaining jobs in their training areas, there must be a good market for such jobs in their immediate location.

To insure that the vocational skills in which the students are trained are truly "marketable" ones, the planning process for the BVT program should include a careful analysis of the current local labor market and projections in it for the next few years. This will enable the program to choose skill training areas which will feed into jobs for which there is a demand. Such an analysis can also guide the program planners in identifying specific local businesses or industries which they might take the initiative to form partnerships with, a strategy explored at length in the workshop component on Private Sector Linkages.

PLANNING PROCESS

There are several essential elements to analyze during the needs assessment process. As many as possible of the following types of information should be gathered to plan the program.

1. **Which types of jobs are now, and will be for the next five years or so, in demand in the geographic area?**

   The identification of types of jobs in answering this question should be very specific, such as **air conditioner repair** rather than a general category of "mechanical service trades," for example.

2. **What is the present and projected supply for these types of jobs?**

   If the supply is so high that it meets or exceeds the demand, making the job type not a truly good market for LEP adults who may bring other barriers to their job opportunities than native English speakers would, then that may not be a beneficial focus for the training.

3. **Using the answers to the first two questions, in which job types should your program consider providing training?**

   The answers to this question may need to be considered in conjunction with what resources you already have. For example, suppose you are from a Community College which has a Health Aide Certification program in place, but not an Auto Mechanics program, and that both show a good market prognosis from answers to the first two questions. Then you should focus on BVT in Health Aide Preparation and not on Auto Mechanics for your labor market analysis from this point on.

4. **What technical skills are required of the job?**

   At this needs assessment stage, you need only concern yourself with the answer at a general level. For instance, does employment in the skill area require formal certification or not? Can the appropriate training generally be completed in a few months or does it take a two-year period? The length of time required by the training will have to be matched to your other resources and to the time the trainees will likely have to participate. (A more detailed analysis of the technical skills required of the job for curriculum planning purposes should be conducted, but that is covered in the Coordination component of this workshop.)

5. **What level of English language skills is required by these types of jobs, and is it likely that your trainees will meet those requirements by the end of the program?**

   A classic example is Word Processing, in which LEP adults can be trained to use the machines to enter text. But many word processing jobs require the individual to edit and make occasional judgments from the context of the total text as to what the writer really meant, functions which require higher levels of English ability.

6. **What are the major work characteristics (such as wages, physical environment, hours, etc.) of the job types being considered?**

   Some of the work characteristics may serve as inhibitors to your trainees taking jobs in that area. For a parent of a large family, the entry-level wages might not exceed what he or she could obtain from AFDC payments, and thus the chances of that trainee actually accepting a job would be reduced. Some cultural background characteristics may deter immigrants from taking jobs in hotels as housekeepers, in dirty factories, or in food processing plants.

7. **Are there related requirements that should be considered in either choosing your training skill area or, once chosen, in planning it in more detail?**

   If a drivers' license is required, if transportation to the job site is difficult, if union membership is required, and so on, then additional barriers to the trainees' taking jobs of this type will have to be overcome, or else such job types should not be areas of preparation for your BVT program.

UNCOVERING INFORMATION

Where can you get the information you need? The availability of information to help assess the job market varies widely by location. Many states have good information available through either of three agencies:

1) State Occupational Information Coordinating Committee (SOICC)

   - the most recent list of SOICC contacts is appended

2) State Office of Employment Security Services, in their Research and Analysis Division or Labor Market Analysis Division

   - most large cities and other heavily populated areas have a local Employment Services branch office

3) Job Training Partnership Act (JTPA) programs

   - a list of the JTPA Liaisons in each state can be found in the "Networking" section

   - again, in most cities there is a local extension or counterpart to this in the local Private Industry Council (PIC)

Even in the state sources listed above, their information is often broken down by counties, regions, or cities within the state, so that local employment information is available.

The type and quality of the information varies by state. As one example of the kind of labor market information a state has, a Summary of Employer Needs-Related Data Sources for the State of Georgia is appended, to provide you with some sense of the kinds of reports and information you might inquire about when pursuing information at the state level.

At the local level there are also a number of possible sources of very good labor market information, usually developed specifically for that locale. In addition to the local PICs mentioned above, business or trade groups (often the Chamber of Commerce) sometimes conduct their own or commission such studies. And Business Schools of local universities are sometimes another good source of such information.

SELF-CONDUCTED SURVEYS

For those who do not have labor market assessment information available or for whom what is available is not adequate, or for whatever other reason a BVT program may wish to, a survey can be conducted specifically for the purpose of BVT planning. A significant advantage of your own survey of local businesses and other employers, however, is that it can set the foundation for linkages with private sector agencies, for resource acquisition or sharing, and for enhanced job development and placement opportunities for your clients. Since the resources to do a survey well, however, preclude many programs from doing such a study, only some general guidelines are offered here.

METHODS

METHODS

First, you must consider what employers you will include in your survey, that is, the sample. The survey should be directed to as large a number of businesses as possible so that the peculiar circumstances of one or a few of them do not unduly influence the results. Since in large urban areas reaching broad coverage of all businesses may be an impossibility, you may well sample them. The sample could be purely random from all businesses listed within a given industry, such as health care facilities, in the Yellow Pages or from a Chamber of Commerce or other trade group listing. Or the sample could be "stratified" by choosing a few from each major part of town and some from each of the major suburban areas surrounding your city. Or the sample can be stratified by choosing a few from each of a given service or manufacturing area, such as some health care facilities, some high-tech manufacturing firms, some food service operations, and so on. The possibilities really must be tailored to your locale and to your interests and given resources at the time.

Second, there are a variety of information collection techniques you can use. The primary ones include:

- mailed, pencil/paper questionnaires
- face-to-face interviews
- telephone interviews
- group discussions.

A summary of key advantages, disadvantages, and suggested strategies for each of the techniques is presented in the following figures.

MAILED SURVEYS

ADVANTAGES

- are objective; standard questions across all respondents
- least time-consuming method of collecting information from the largest number of respondents
- easy to analyze the results, if well-designed

DISADVANTAGES

- not as much depth of information is possible in comparison with other methods
- often cannot pursue clarification of the responses
- is impersonal and therefore there is lower motivation for a quality response
- rate of return is likely to be low

SUGGESTIONS

- give much forethought to the questions to make sure they are clear, concise, and provide useful and important information to you
- be sure the format and presentation of the questionnaire are professional looking
- field-test a draft version on 2 or 3 respondents, and revise based on your experience with them -- add new items, drop some, change the wording of some, and so on as needed
- include a brief cover letter making the purpose and benefit, if any, to the respondent crystal clear
- identify the appropriate person in each business to receive the letter -- usually the Personnel Director is the best start
- phone or mail a note for follow-up to non-respondents

FACE-TO-FACE INTERVIEWS

ADVANTAGES

- gets the most depth and clarity of information from the respondent by probing, following up their first response with further questions
- you can tailor the questions somewhat to the individual respondent's circumstances
- the response rate should be extremely high, for most people will take an hour out to talk to you, though they may dismiss a mailed survey
- a good interviewer can motivate the respondent to provide even more information than the minimum needed
- may be the best foundation for establishing linkages with the private sector and for job development opportunities

DISADVANTAGES

- very time-consumming for staff to conduct
- likely requires staff training to conduct good interviews
- less standardization and control over the questions than with written questionnaires
- more difficult and time-consumming to analyze the results

SUGGESTIONS

- plan the questions carefully so that they are clear, concise, and provide important information only
- field-test the draft interview questions with 2 or 3 subjects and revise as warranted
- keep interviewees' time to a minimum needed to get the essential information
- mail a letter of introduction stating the purpose of the survey, why they were chosen, and state a time that you will call them to ascertain their willingness to participate and arrange a time to meet; then follow up at the announced date with the phone call

TELEPHONE INTERVIEWS

ADVANTAGES
- same as for face-to-face interviews, but to a lesser degree for each
- less time-consumming than face-to-face interviews, allowing for more subjects in the same amount of time

DISADVANTAGES
- same as for face-to-face interviews
- less depth possible than in face-to-face interviews

SUGGESTIONS
- same as for face-to-face
- one could do a core of face-to-face interviews with, say, the very large companies in an area, and do phone interviews with the others to get both adequate depth of information and more extensive coverage of employers

GROUP DISCUSSIONS

ADVANTAGES
- not very time-consumming
- discussion in a group often stimulates the thinking of everyone, thus drawing out ideas and information that would not have been elicited in a one-on-one interview

DISADVANTAGES
- can be difficult to schedule
- the information will often be less precise than desired
- it is often difficult to control the discussion flow because of dominant or reluctant group members and other group dynamics' characteristics
- if any sensitive information is being considered, it is less likely to come out in a group discussion than through individual response methods

SUGGESTIONS
- try to conduct such discussions in conjunction with an ongoing network of employers, for example, through Chamber of Commerce, Regional Planning Associations, Rotary, trade association, or union affiliates' meetings
- plan discussion questions as carefully as you would for interviews, but be flexible in allowing other information that the group thinks is relevant to come out

QUESTIONS

QUESTIONS

The questions that you should include in your survey are but slight variations on the seven basic questions stated above as the information elements. They should be tailored to the situation, possibly being made more specific if you're limiting yourself to certain kinds of industries, for example. But their general thrust could be as follows. (Refer to the seven questions above and the commentary under each for ideas for further customization to the situation.)

1. Demand -- In what types of jobs do you foresee making the greatest number of hires in the near future on through the next five years? How many new hires in each type, if projected?

2. Supply -- Do you expect to be able to fill those positions easily? Why or why not? If yes, from what groups do you usually draw? (That is, from vocational schools, general high school graduates, displaced workers from other industries, women coming back into the work force, etc.)

3. Market Prognosis -- In which job types is it expected that the demand will be greater than the supply, if any?

4. Technical Skills -- In general terms, what technical skills and education or training background are required for the types of jobs from question #3?

5. English Skills -- What levels of English skills are required by the types of jobs above? To read instructions? At a high or low level? To communicate with superiors, co-workers, outside parties? To write?

6. Work Characteristics -- What are some of the major characteristics of the work environment for these types of jobs that we as trainers should be aware of (if not already)? For example, what will the wages be? At entry? What are the advancement possibilities? What wages and benefits come with advancement? What are the hours, shifts? Any others?

7. Other Requirements -- Are there any other prerequisites for these jobs that we should consider in planning our training program? For instance, the need of a car, union membership, good physical strength, etc.?

BIBLIOGRAPHY

Peterson, M., and Berry, D. W. (1984). Strategies for using external resources in bilingual vocational training programs. Washington, D.C.: Kirschner Associates, Inc., for the Office of Bilingual Education and Minority Language Affairs, U.S. Department of Education.

- **Pages 118-120:** The treatment in this section is focused mainly on job development, but is easily applicable to the needs assessment process for conducting the job market assessment.

National Occupational Information Coordinating Committee. (1986). The Occupation information system handbook. Washington, D.C.: U.S. Department of Labor.

- Provides information about the kinds of data collected in the Federal data system which all states can access, and which about 35 states do currently tie into.

SUMMARY OF EMPLOYER NEEDS-RELATED DATA SOURCES

Below are listed key data sources of planning information regarding employer needs. (Excerpt from "Key Sources of Planning Information for Employment and Training Programs in Georgia," prepared by the Planning and Evaluation Section, Job Training Division, Georgia Department of Labor, August 1, 1985.)

EMPLOYMENT BY INDUSTRY

1. Georgia Employment and Wages. LIS/GDOL, Atlanta. Quarterly. Data for counties. One-digit SIC industry level, two-digit SIC for manufacturing.

2. Covered Employment by Industry, Table 1; and Area Industry Analysis, Table 1A. Special tabulation by LIS/GDOL, Atlanta. By SDA at three-digit SIC for March 1983. (Included in the Planning package of January 1984)

3. Georgia Labor Force Trends. LIS/GDOL, Atlanta Monthly. State and SMAs.

4. County Business Patterns, 1983. Georgia: Employment and Payrolls, Number and Employment Size of Establishments, by Detailed Industry. CBP-83-12. Census Bureau, Washington, D.C. July 1985. Annual.

EMPLOYMENT BY OCCUPATION

1. Estimated and Projected Industry and Occupational Employment, 1980--1990. Special tabulation by LIS/GDOL. By APDC. (Included in the Planning Package Supplement of July 1985)

WAGES

1. Georgia Employment and Wages. LIS/GDOL, Atlanta. Quarterly. Data for counties. One-digit SIC industry level; two-digit SIC for manufacturing.

2. Area Wage Surveys. Bureau of Labor Statistics, Washington, D.C. Annual. Available for seven areas in Georgia: Albany, Atlanta, Augusta, Brunswick, Columbus, Macon, and Savannah.

3. Georgia Manufacturing Wage Survey. Georgia Department of Industry and Trade, Atlanta. Annual. State and three regions. By SIC.

4. Job Openings Received by the Employment Service, by Three/Nine Digit DOT Code and Hour Wage Category for the Twelve Month Period Ending December 31, 1984. Special tabulation by LIS/GDOL, Atlanta. For SDAs. (Included in the Planning Package of January 1985)

OTHER

1. Statewide Management Information System of the Georgia Job Training Partnership Program.

2. Dictionary of Occupational Titles, Fourth Edition, 1977. Supplement, 1982. Selected characteristics of occupations defined in the Dictionary of Occupational Titles, 1981. All by the U.S. Department of labor, Employment and Training Administration, Washington, D.C.

3. Standard Occupational Classification Manual. 1977. Office of Management and Budget, Washington, D.C.

4. Vocational Preparation and Occupations. Third Edition. Volume 1, Educational and Occupational Crosswalk. National Occupational Information Coordinating Committee, Washington, D.C. December 1982.

5. Occupational Outlook Handbook. Supplemented by Occupational Projections and Training data. Bureau of Labor Statistics, Washington, D.C. Handbook and supplement issued annually.

6. Standard Industrial Classification Manual. 1972. Supplement 1977. Office of Management and Budget, Washington, D.C.

7. U.S. Industrial Outlook Handbook. U.S. Department of Commerce, Washington, D.C. Annual.

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12/17/80

MISSOURI OCCUPATIONAL INFORMATION SYSTEM
SUPPLY - DEMAND REPORT
STATE WIDE

CLUS PROG/FRIME: KAY 01
REPORT YEAR : 1979
PROJECTED YEAR : 1985

AGRICULTURE BUSINESS - 0002

--DISCIPLINE-- TITLE	DISCIPLINE	ESTIMATED EMPLOYMENT CURRENT EMPLOY	PROJECTED EMPLOY	AVG ANNUAL JOB OPENINGS GROWTH	AVG REPLAC	AVG OPEN	ESTIMATED TRAINING PROGRAM COMPLETIONS PUBLIC SECOND	PUBLIC POSSEC	PRIVAT POSSEC	PUBLIC ADULT	CETA	JOB CORPS	SUPPLY TOTAL
SUPPLY													
AGRICULTURAL TECHNOLOGIES	5402							38					38
AGRICULTURAL SUPPLIES SERVICES	01.0200 - 0105						279						279
AGRICULTURAL CHEMICALS	01.0201 0503						14						14
VETERINARIAN ASSISTANT	01.0299 0502						2						2
AGRICULTURAL PRODUCTS	01.0400 0401						2						2
DEMAND													
AGRI, BIOLOG TECH EXC HEALTH	10080050	1,073	1,080	1	33	34							
OTHER HEALTH TECHNOL, TECH	10120300	155	160	1	4	5							
FARM MANAGEMENT ADVISORS	10240300	134	91	-5	2	-3							
BUYERS,SHIPPERS,FARM PRODUCTS	20020150	473	623	17	23	40							
INSPECTORS, EXC CONSTRUCT PUB	20040200	518	531	1	19	20							
OTHER MGRS, ADMINISTRATORS	20060400	6,629	7,301	84	296	380							
SALES AND SALES WORKERS,NEC	30000450	4,933	5,544	62	228	290							
WEIGHERS	40061650	332	317	-2	14	12							
BLACKSMITHS	50060050	96	56	-5	8	3							
MILLERS, GRAIN, FLOUR, FEED	50140650	347	424	9	12	21							
MIXING OPERATIVES	61080950	691	719	3	13	16							
ANIMAL CARETAKERS, EXC FARM	80000050	3,503	3,574	7	135	142							
FARM MANAGERS	90020100	291	454	18	19	37							
FARM LABORERS,WAGE WRKRS	90040100	2,450	1,341	-123	83	-35							
FARM LABORERS,SELF-EMPL	90040200	149	193	5	7	12							
CLUSTER TOTAL		21,834	22,493	73	901	974	297	38					335

JOB MARKET ASSESSMENT WORKSHEET

State _____ Employment Area _____

1. Which job types will be in most demand over the next five years?

Jobs	#s Demanded
_____	_____
_____	_____
_____	_____
_____	_____

2. What is the projected supply for each of these job types?

Jobs	#s Supplied
_____	_____
_____	_____
_____	_____

3. What job types would make good candidates for training in BVT?

_____

_____

_____

4. What information from the table, if any, indicates the level of technical skills required in those jobs?

5. English levels (can't answer from these tables)

6. What wage levels can be expected in each of the job types listed for question #3 above?

Job	Wages
_____	_____
_____	_____
_____	_____

7. What other related requirements, if any, can be determined about those jobs?

MISSOURI OCCUPATIONAL INFORMATION SYSTEM
SUPPLY - DEMAND REPORT
STATE WIDE

CLUS PROG/PRIME: KAY 01
REPORT YEAR : 1979
PROJECTED YEAR : 1985

HORTICULTURE & LANDSCAPING - 0004

--DISCIPLINE-- TITLE	DISCIPLINE	ESTIMATED EMPLOYMENT CURRENT EMPLOY	PROJECTED EMPLOY	AVG ANNUAL JOB GROWTH	AVG REPLAC	AVG OPENINGS OPEN	ESTIMATED TRAINING PROGRAM COMPLETIONS PUBLIC SECOND	PUBLIC POSSEC	PRIVAT POSSEC	PUBLIC ADULT	CETA	JOB CORPS	SUPPLY TOTAL
SUPPLY													
AGRICULTURAL TECHNOLOGIES	5402							34					34
ORNAMENTAL HORTICULTURE	01.0500 0601						150		32				182
ARBORICULTURE	01.0501 0602						17						17
DEMAND													
BUYERS,SHIPPERS,FARM PRODUCTS	20020150	109	144	4	5	9							
DECORATORS, WINDOW DRESSERS	50140250	505	585	9	20	29							
GARDENRS,GROUNDKEEPR,EXC FARM	80030350	9,304	8,929	-42	567	525							
FARMERS (OWNERS AND TENANTS)	90020050	7,156	4,713	-272	535	263							
FARM LABORERS,WAGE WRKRS	90040100	2,450	1,341	-123	88	-35							
CLUSTER TOTAL		19,524	15,712	-424	1,215	791	167	34	32				233

JOB MARKET ASSESSMENT WORKSHEET

State _____ Employment Area _____

1. Which job types will be in most demand over the next five years?

Jobs	#s Demanded
_____	_____
_____	_____
_____	_____
_____	_____

2. What is the projected supply for each of these job types?

Jobs	#s Supplied
_____	_____
_____	_____
_____	_____

3. What job types would make good candidates for training in BVT?

_____

_____

_____

4. What information from the table, if any, indicates the level of technical skills required in those jobs?

5. English levels (can't answer from these tables)

6. What wage levels can be expected in each of the job types listed for question #3 above?

Job	Wages
_____	_____
_____	_____
_____	_____

7. What other related requirements, if any, can be determined about those jobs?

PENNSYLVANIA

ESTIMATED AND PROJECTED EMPLOYMENT AND COMPARISON OF LABOR DEMAND WITH INSTITUTIONAL SUPPLY

ARRANGED BY EDUCATIONAL PROGRAM AND
LINKED PRIMARILY OR SECONDARILY 1/ WITH DETAILED OCCUPATIONAL CATEGORY

CODES		Educational Programs (SUPPLY) Occupations (DEMAND)	Employment 3/		Estimated Annual Demand 3/	Estimated Annual Inst. Supply	Program Graduates by Institution (Training Agency) 7/1/81 - 6/30/82						
							Secondary Schools		Public Secondary Schools Offering Adult Training	Private Trade & Tech. Schools	Private Business Schools	Community Colleges	College & University (Inc. 2 year Programs)
CIP 2/	SOC		Estimated 1974	Projected 1985			Public	Private					
(01.)		AGRIBUSINESS & AGRICULTURAL PROD.	98,240	87,708	2,593	3,174	2,765		178			43	188
01.01		Agricultural Business & Mgmt.	1,126	1,620	83	81							81
		SUPPLY											
01.0102		Agricultural Business				61							61
01.0103		Agricultural Economics				20							20
		DEMAND											
	552	Farm Manager	1,126	1,620	83								
01.02		Agricultural Mechanics	2,003	2,214	74	353	333						20
		SUPPLY											
01.0201		Agricultural Mechanics, General				318	318						
01.0299		Agricultural Mechanics, Other				35	15						20
		DEMAND											
	6118	Farm Equipment Mechanic	2,003	2,214	74								
01.03		Agricultural Production	65,552	46,430	454	1,675	1,675						
		SUPPLY											
01.0301		Agricultural Production, General				1,675	1,675						
		DEMAND											
	5512	Farmer	39,141	28,410	574								
	5611	Farm Labor Supervisor	512	503	16								
	561	Farm Laborer	25,899	17,517	-136								

See footnotes at end of table.

Continued on next page.

CAUTIONARY NOTE: Estimated Annual Demand (Annual Average Job Openings) is the number of openings resulting from Growth and Labor Force Separations. Labor Force Separations are those due to death, retirement, disability, or temporary withdrawal for personal reasons.

PENNSYLVANIA

ESTIMATED AND PROJECTED EMPLOYMENT AND COMPARISON OF LABOR DEMAND WITH INSTITUTIONAL SUPPLY

ARRANGED BY EDUCATIONAL PROGRAM AND LINKED PRIMARILY OR SECONDARILY 1/ WITH DETAILED OCCUPATIONAL CATEGORY

CODES		Educational Programs (SUPPLY) Occupations (DEMAND)	Employment 2/		Estimated Annual Demand 3/	Estimated Annual Inst. Supply	Program Graduates by Institution (Training Agency) 7/1/81 - 6/30-82							
							Secondary Schools		Public Secondary Schools Offering Adult Training	Private Trade & Tech. Schools	Private Business Schools	Community Colleges	College & University (Inc. 2 year Programs)	Other 4/
CIP 2/	SOC		Estimated 1976	Projected 1982			Public	Private						
01.04		Agricultural Products & Process.	100	100	0	23	23							
		SUPPLY												
01.0401		Agricultural Products and Processing, General				23	23							
		DEMAND												
	785	Grader, Meat	50	50	1									
	8769	Picker	50	50	-1									
01.05		Agricultural Services & Supplies	4,979	8,209	561	59	59							
		SUPPLY												
01.0503		Agricultural Supplies, Marketing				59	59							
		DEMAND												
	5246	Exterminator	819	1,146	82									
	5246	Termite Treater	170	238	17									
	5624	Animal Caretaker	3,990	6,825	462									
01.06		Horticulture	24,446	29,087	1,418	958	661		178			32	87	
		SUPPLY												
01.0601		Horticulture, General				832	661		170			1		
01.0603		Floriculture				24			8			16		
01.0605		Landscaping				87							87	
01.0606		Nursery Operation and Management				15						15		
		DEMAND												
	5622	Gardener, Groundskeeper	24,446	29,087	1,418									

See footnotes at end of table.

Continued on next page.

CAUTIONARY NOTE: Estimated Annual Demand (Annual Average Job Openings) is the number of openings resulting from Growth and Labor Force Separations. Labor Force Separations are those due to death, retirement, disability, or temporary withdrawal for personal reasons.

JOB MARKET ASSESSMENT WORKSHEET

State _____ Employment Area _____

1. Which job types will be in most demand over the next five years?

Jobs	#s Demanded
_____	_____
_____	_____
_____	_____
_____	_____

2. What is the projected supply for each of these job types?

Jobs	#s Supplied
_____	_____
_____	_____
_____	_____

3. What job types would make good candidates for training in BVT?

_____

_____

_____

4. What information from the table, if any, indicates the level of technical skills required in those jobs?

5. English levels (can't answer from these tables)

6. What wage levels can be expected in each of the job types listed for question #3 above?

Job	Wages
_____	_____
_____	_____
_____	_____

7. What other related requirements, if any, can be determined about those jobs?

IOWA OCCUPATIONAL INFORMATION NETWORK
DEMAND - SUPPLY REPORT
STATEWIDE

AGRICULTURAL BUSINESS — CLUSTER NUMBER 0005

OCCUPATIONAL DEMAND

TITLE	CODE	OCCUPATIONAL EMPLOYMENT STATISTICS: ALLOC PCT	ESTIMAT EMPLOY 1982	PROJECT EMPLOY 1985	AVERAGE YEARLY EXPANSIONS	AVERAGE YEARLY REPLACEMENTS	AVERAGE YEARLY TOTAL OPEN	CENIS: EXPANSI+REPLAC=TOTAL OPENINGS TWO YEARS 1982 & 1983		
AGRIC, BIOLOG TECH EXC HEALTH	10080050	100	1,194	1,196	1	31	32			
FARM MANAGEMENT ADVISORS	10240300	100	103	97	-2	2	0			
BUYERS, SHIPPERS, FARM PRODUCTS	20020150	75	1,376	1,511	45	59	104			
INSPECTORS, EXC CONSTRUCT PUB	20040200	20	342	363	7	13	20			
OTHER MANAGERS, ADMINISTRATORS	20060400	10	9,433	9,805	124	375	499			
WEIGHERS	40061650	30	310	305	-1	15	14			
MILLERS, GRAIN, FLOUR, FEED	50140650	70	489	526	13	14	27			
GRADERS AND SORTERS, MFG	61060100	40	251	260	3	10	13			
PROD GRADERS, PACKERS, EXC FACT	61060250	100	375	382	2	22	24			
MIXING OPERATIVES	61080950	25	421	429	3	8	11			
TRUCK DRIVERS	62000550	5	1,511	1,563	17	37	54			
ANIMAL CARETAKERS, EXC FARM	80000050	100	1,912	1,960	16	98	114			
FISHERS, HUNTERS, TRAPPERS	80000200	75	53	52	-1	1	0			
FARM MANAGERS	90020100	25	370	425	18	22	40			
FARM LABORERS, WAGE WORKERS	90040100	5	891	717	-58	46	-12			
FARM LABORERS, UNPAID FAMILY	90040150	5	867	833	-11	28	17			
FARM LABORERS, SELF-EMPL	90040200	5	14	13	0	1	1			
BUYER, LIVESTOCK	162.157-046							43	37	80
BUYER, GRAIN	162.167-010							4	17	21
INSPECTOR, AGRIC. COMMODITIES	168.287-010							0	3	3
SR. SUPPLY FIELD SUPERVISOR	180.167-014							19	23	42
SALES REP., TRACTORS-FARM IMPLE	272.357-014							66	14	80
SPRAYER, PESTICIDES, HERBICIDES	408.684-010							15	28	43
ANIMAL TECHNICIAN	410.674-010							43	28	71
FEED MIXER	520.685-098							237	101	338
GRAIN HANDLER	521.682-026							97	112	209
GRAIN-FEED SUPERVISION	529.132-054							83	70	153
FERTILIZER-CHEMICAL SUPERVISION	550.132-010							26	2	28

OCCUPATIONAL SUPPLY

TITLE	CODE	PUBLIC SECOND COMP	PUBLIC POSSEC COMP	PRIVAT POSSEC COMP	CETA COMP	JOB CORPS COMP	APPREN TICSHP	PRIVAT BUSIND TRAING	TOTAL
AGRICULTURAL SUPPLIES-SERVICE	01.0200	1,634	166	3	21	0	0	16	1,840
AGRICULTURAL PRODUCTS	01.0400	6	0	0	18	0	0	8	32
LOWE., BLDG. MATERIALS FARM-G	04.0900	17	0	0	7	0	0	0	24

JOB MARKET ASSESSMENT WORKSHEET

State _____ Employment Area _____

1. Which job types will be in most demand over the next five years?

Jobs	#s Demanded
_____	_____
_____	_____
_____	_____
_____	_____

2. What is the projected supply for each of these job types?

Jobs	#s Supplied
_____	_____
_____	_____
_____	_____

3. What job types would make good candidates for training in BVT?

_____

_____

_____

4. What information from the table, if any, indicates the level of technical skills required in those jobs?

5. English levels (can't answer from these tables)

6. What wage levels can be expected in each of the job types listed for question #3 above?

Job	Wages
_____	_____
_____	_____
_____	_____

7. What other related requirements, if any, can be determined about those jobs?

BVT REGIONAL MEETING - SESSION REVIEW AND ACTION PLANNING FORM

SESSION #2: ASSESSING THE JOB MARKET

1. First, in two or three sentences please summarize what you've learned from this session.

_____

_____

_____

_____

_____

2. Next, identify two or three ideas, practices and/or resources from this session that will be useful to you in your work. Be brief and specific!

A. _____

_____

B. _____

_____

C. _____

_____

3. Last, consider if what you've learned in this session has any implications for action on your part when you return to your work. If so, please list below what specific actions you will take, and when you will take them.

A. WHAT: _____

WHEN: _____

B. WHAT: _____

WHEN: _____

C. WHAT: _____

WHEN: _____

STUDENT ASSESSMENT

This section of the notebook, along with the appendix (section 12), contains support materials for the Assessing Students session of the meeting. The materials provided in the notebook are not meant to duplicate the information provided by the session's trainer, rather the materials provide back-up information relevant to student assessment concerns. The information in the notebook is meant to be useful to BVT practitioners in their efforts to place the information gained in the training session into the broader context of more general assessment issues and concerns. The following is a summary of the three sources of assessment information available at this meeting.

1. The training session, Monday 1:30 - 3:30:

This session will be facilitated by an experienced BVT practitioner with special expertise in student assessment. These sessions will cover the fundamental concerns of student assessment, the "why?", "when?" and "by whom?" questions will be addressed, and the participants will become familiar with practical tools and techniques useful in student assessment. Assesment in both the language and vocational areas of BVT programs will be addressed.

2. The material in this section of the notebook:

This section is taken from Feldman and Foreman's A Guide for Planning Instruction for Bilingual Vocational Training Projects (see p. 10-14 for a complete citation). Feldman and Foreman have distilled in the following few pages some of the most essential information on assessment and presented it in an easy-to-peruse outline form. Reviewing this section should enable BVT practitioners to understand more completely the general issues in assessment that should be taken into consideration when designing or selecting a particular assesment instrument or approach.

3. The appendix (section 12):

This section focusses on many of the finer points concerning the selection, construction, scoring and usage of written and oral tests. The areas of of test reliability, item analysis criteria for selecting or writing appropriate test questions, and the establishment of local norms are addressed in sufficient detail to give the practitioner a good start on becoming a "practical expert" in assessment.

These three sources of information are meant to work together to give BVT practitioners the practical skills and the context and background information they need to improve upon their assessment procedures.

A GUIDE FOR PLANNING INSTRUCTION

FOR

BILINGUAL VOCATIONAL TRAINING PROJECTS

Prepared as Part of
Contract No. 300-84-0223

by

Mona A. Feldman
and
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Submitted by:

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Submitted to:

Office of Vocational and Adult Education
U.S. Department of Education

April 1986

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SECTION 7

HOW TO CONSTRUCT TESTS

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What Types of Tests Can be Developed? 7-1

Why Develop Tests? 7-1

How to Construct a Performance Test 7-2

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- Why Construct a Performance Test? 7-2
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How to Construct Written and Oral Tests 7-10

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HOW TO CONSTRUCT TESTS

INTRODUCTION

To ensure that the trainees have learned or mastered the skills (or tasks) that will make them competent workers, ways to assess, measure or evaluate

- tasks learned,
- work habits,
- awareness of safety habits, and
- work attitudes

need to be developed. The assessment methods often are called tests.

WHAT TYPES OF TESTS CAN BE DEVELOPED?

Two types of tests usually are developed:

PERFORMANCE	WRITTEN AND ORAL
• assess or measure trainee's skills in performing a task	• assess or measure trainee's mastery of concepts, principles, knowledge related to the successful performance of a task

How to develop these types of tests is discussed in the following two sections.

WHY DEVELOP TESTS?

Tests are used to:

- identify the trainee's competence at a given point in time to determine what each trainee needs to learn;
- identify trainee's weaknesses and strengths;
- provide information to each trainee about his/her progress;
- assess a trainee's mastery of a task; and,
- evaluate the training materials and instruction.

For vocational training, performance tests are the primary means of assessment.

HOW TO CONSTRUCT A PERFORMANCE TEST

INTRODUCTION

To ensure that the trainees have learned or mastered the skills (or tasks) that will make them competent workers, ways to assess or measure each trainee's performance of the task need to be developed.

WHAT IS A PERFORMANCE TEST?

A performance test is a way to measure or evaluate a trainee's performance of a task. It should be objective, comprehensive and appropriate for the task so that an instructor can determine **exactly** what the trainee can do.

WHY CONSTRUCT A PERFORMANCE TEST?

Performance tests are useful because they:

- are tied to the performance objectives; that is, the test compares trainee progress with a measurable objective that states the standards for performing a task;
- are based upon established minimum standards or levels of acceptability; therefore, the instructor is assured that at least a minimum level of performance has been attained;
- require the trainee to perform a task in a job-like setting; this allows the instructor to check safety procedures, work habits and attitudes during the trainee's performance of a task;
- are comprehensive, objective, reliable and valid measures of a trainee's ability to perform a task; and,
- increase the quality and flexibility of a training program.

HOW TO DEVELOP A PERFORMANCE TEST--STEP BY STEP

1. Identify what the trainee will be required to do to demonstrate competence in or mastery of the task.

   - Look at the **PERFORMANCE** component of the objective for the task.

EXAMPLES

- Provided with sink and soap, **wash hands** following aseptic techniques. Performance test must be completed with 100% accuracy.
- Given a postal scale and rate chart and 5 letters of differing weights marked 1st class, **weigh each and compute the postage** with 100% accuracy in 20 minutes.
- Given a recipe, baking supplies and equipment, **make biscuits.** A checklist will be used to rate your performance. All items must receive an acceptable rating.

2. Determine type of checklist needed.

- Determine what is to be measured:

PROCESS	PRODUCT
--how the task is performed	--the result of the task

- Base your decision on what is required or critical for job competence.

EXAMPLE OF PROCESS CHECKLIST

TASK: Wash hands

	Yes	No
1. Avoided touching clothing to edge of sink?		
2. Used towels to adjust flow and temperature?		
3. Wet hands thoroughly?		
4. Applied sufficient soap to cover hands completely?		
5. Washed:		
a. Palms?		
b. Backs of hands?		
c. Wrists?		
d. Forearms?		
6. Used sufficient friction to loosen dirt and bacteria?		
7. Rinsed all soap from hands?		
8. Rinsed so that water ran from forearms to fingers?		
9. Repeated steps 4 through 6 at least once?		
10. Dried hands with sterile towel from fingers to forearms?		
11. Turned off water with towel?		

TASK: Replace a Three-Way Switch

	Yes	No
1. Is electricity off?		
2. Is proper safety equipment worn?		
3. Are the tools being used sized to the job?		
4. Are wires identified properly?		
5. Is bare copper wire under head of terminals?		
____Instructor checkpoint*		
6. Is wire wrapped around terminals in right direction?		
____Instructor checkpoint*		
7. Are terminals tight?		
____Instructor checkpoint*		
8. Is switch level and straight in electric box?		
9. Is switch plate straight and secure?		
10. Does switch/light work?		

* Instructor checks work after this step.

EXAMPLES OF PRODUCT CHECKLISTS

TASK: Make biscuits

	Yes	No
1. Is the shape uniform, with straight sides and level tops?		
2. Is the finished size approximately double the size of unbaked biscuits?		
3. Is the color a uniform golden brown and free from yellow or brown spots?		
4. Is the crust tender and free of excess flour?		
5. Is the inside free from yellow or brown spots?		
6. Is the inside flaky--pulls off in thin sheets?		
7. Is texture tender and slightly moist?		
8. Is flavor pleasing?		

TASK: Type a Letter in Full Block Style

	Yes	No
1. Singlespaced?		
2. Centered letter horizontally?		
3. Centered letter vertically?		
4. Began all lines at left margin?		
5. Typed date on lines 13-15?		
6. Typed attention line before salutation?		
7. Typed Ladies and Gentlemen in attention line?		
8. Typed a plural salutation?		
9. Doublespaced between paragraphs?		
10. Typed an appropriate complimentary closing?		
11. Doublespaced before company name?		
12. Typed company name in all capitals?		
13. Left three blank lines for handwritten signature?		
14. Typed reference initials?		
15. Typed carbon copy notation?		
16. Typed a mailable letter?		

The sample checklists are adapted from various sources: **Handbook for Developing Competency-Based Training Programs**, by William E. Blank; **Self-Instructional Competency-Based Professional Teacher Training Manual**, a learning guide, by Urban T. Oen, Competency-Based Individualized Vocational Educational Consortium (CIVEC); and, Maryland State Department of Education, Division of Vocational Technical Education, **Competency-Based Vocational Education Series.**

3. Construct the specific test items which will be rated.

- The process-related test items are based on the critical steps that were identified for the task description; that is, those items that distinguish between competence and lack of competence in performing a task.

EXAMPLES OF PROCESS-RELATED ITEMS

Steps from Analysis of Task	Performance Test Items
1. Always disconnect power cord before removing chassis.	1. Was cord disconnected before chassis was removed?
2. Press the altered area.	2. Was the altered area pressed?
3. Dispense cash to customer--coins first, then currency.	3. Were coins dispensed before currency?

- The product-related test items should include all the essential criteria necessary for a satisfactory product.

EXAMPLES OF PRODUCT-RELATED ITEMS

- Is the weld free of visible cracks or pits?
- Is the inside diameter accurate ±0.010 inch?
- Does the engine start easily and run smoothly?
- Does the bandage cover the entire affected area?
- Is the letter typed single spaced?

REMEMBER

FOR ITEMS RELATING TO PROCESS

- Items should be the **critical steps in the performance** of the task.
- Items need to be observed as the trainee performs the task.
- The items should be ordered as they would be performed and observed; that is, as they are ordered in the task description.
- Each item should be observable and measurable objectively.
- Include time as an item if it is important, as well as safety checks and critical work habits and attitudes.

FOR ITEMS RELATING TO PRODUCT

- Include only **critical** characteristics of the finished product.

- Include specific **criteria** or standards which indicate how competence will be determined for each characteristic, such as ±0.0005 inch, within 3 degrees, contains no errors.

- The items should be broken into components or characteristics of the completed product, such as size, color, shape, texture, appearance, condition, etc.

FOR ALL TEST ITEMS

- Include as many items as necessary to measure mastery of the task.

- Each item should be stated simply and clearly.

- Items should be worded so they can be rated **YES** or **NO**; **YES** is the desired response.

- Each item should include one step only.

- Each item should be independent of other items.

4. Determine if checkpoints are needed after specific items for the instructor to see and rate **before** the next step is performed.

EXAMPLE

STEP

3. Is bare copper wire under head of terminals?
   _____Instructor checkpoint
4. Is wire wrapped around terminals in right direction?
   _____Instructor checkpoint

5. Establish the minimum score needed for mastery.

   - It is recommended that the test be completed with 100% accuracy; only the essential, critical items should be included in the test, items which are critical to competent job performance.

   - If one or two items are missed, the trainee needs to perform only these specific items until they are mastered.

6. Write directions for the trainee.

   - Include in the directions:

     --the purpose of the test--the **TASK** being measured;
     --the **CONDITIONS** of the testing situation--time limits, cautions, special restrictions, etc.;
     --the **STANDARDS** or criteria used to determine mastery of the task; and,
     --other information the trainee needs to know.

   - Directions may be written in the trainee's native language.

7. Include other information necessary for recordkeeping:

   - trainee's name
   - instructor's name
   - date of test
   - number of attempt(s)
   - task name and/or number
   - column for yes/no ratings

8. Include items that can help you check for critical work and safety habits and attitudes.

   - Check for these during a trainee's job performance and throughout the training program.
   - Review the ratings with trainees individually.

Exhibit 7-A on the following page is a sample performance test. Exhibit 7-B contains sample items for checking trainees' work habits and attitudes.

EXHIBIT 7-A

SAMPLE PERFORMANCE TEST

PERFORMANCE TEST		Task No. C-12
TASK	Charge vehicle battery	
DIRECTIONS	Demonstrate mastery of this task by doing the following:	

This test evaluates your ability to slow-charge a vehicle battery. You will be assigned a customer's vehicle. Clean and check the battery and slow-charge it to full charge. Write down the temperature and specific gravity **each hour.**

Caution: Have the instructor check your connections before turning on the battery charger.

No.	Your performance will be evaluated using the items below; all must be "yes"	YES	NO
1.	Were any external defects in the battery detected during inspection?		
2.	If needed, were cells filled?		
3.	Was the battery cleaned and dried?		
4.	Was the battery removed from the vehicle or cable clamps disconnected (ground first) before charging?		
5.	Was the charger switch in the OFF position before being connected to the terminals?		
6.	If the battery was removed, was it placed on an insulating surface?		
7.	Was the charger connected to battery + to + and - to -?		
8.	Was the charger turned on?		
9.	Was the charging rate appropriate for the vehicle's battery?		
10.	Were the temperature and specific gravity checked every hour?		
11.	Was the charger turned off before being disconnected?		
12.	Was the battery reinstalled in the vehicle securely?		
13.	Were the cables reconnected + to + and - to -?		
14.	Is the battery fully charged?		
15.	Will the battery start the vehicle?		

Trainee	Date	Attempt	Instructor's Signature	Page

Source: William E. Blank. (1982) **Handbook for Developing Competency-Based Training Programs.** Englewood Cliffs, NJ: Prentice-Hall, Inc.

EXHIBIT 7-B

SAMPLE ITEMS FOR CHECKING TRAINEE WORK HABITS AND ATTITUDES

	YES	NO
1. Participates in class activities? 2. Joins in class discussions? 3. Volunteers to do something? 4. Completes assignments on time? 5. Comes to class on time? 6. Is prepared for class? 7. Works without supervision? 8. Accepts responsibility? 9. Follows directions? 10. Neat, conscientious and careful? 11. Is reliable? 12. Is highly motivated? 13. Is diligent and hard-working? 14. Meets required safety standards? 15. Works well with others?		
NOTE: Some of the items on this type of checklist will be assessed during the training program--not only while performing a specific task. Rating scales, interviews and problem-solving activities also can be used to assess work habits and attitudes.		

9. Ask another instructor to review or try out the test to ensure that all critical items are included.

    - Try the test out on one or two trainees before using it for evaluation purposes.

10. Revise the directions and items as needed to increase clarity.

IN SUM

- The test should assess the task as it is stated.
- The actual behavior called for in the task statement (and in the performance component of the performance objective) should be the behavior required for the performance test, when possible.
- If process and product are important to demonstrate competency of the task, both types of items should be used.
- It may be useful for trainees to perform the task several times, under different conditions or several weeks later.
- Each trainee should be required to perform the task individually and independently.

HOW TO CONSTRUCT WRITTEN AND ORAL TESTS

INTRODUCTION

To assess or measure the trainee's mastery of the knowledge, concepts and principles underlying the task, written and oral tests can be developed.

WHAT ARE WRITTEN OR ORAL TESTS?

A written test is a means of measuring the trainee's knowledge, not performance. Written test items can be administered and responded to orally or verbally.

WHY CONSTRUCT A WRITTEN OR ORAL TEST?

Written and oral tests are helpful because:

- they assess various levels of knowledge, such as understanding, analyzing and evaluating theory, rules and related information;
- they match the task being measured; and,
- the results can be used to infer the knowledge a trainee has.

Oral tests are helpful because:

- they encourage trainees to express themselves;
- they promote attention and logical reasoning;
- the results can be used in identifying the process the trainee used to solve or respond to the stated problem or question; and,
- trainees can respond quickly and in their native language(s) when English-speaking ability is not being tested.

The problems or disadvantages of oral tests are:

- the rating is subjective, not objective;
- the trainee's speaking ability may affect the rating;
- they are difficult to score; and,
- the trainee can talk for awhile without directly answering the question.

TYPES OF WRITTEN TEST ITEMS

There are two basic types of written test items:

RECOGNITION	and	RECALL
• Trainee **selects** the correct answer given several possibilities		• Trainee **supplies** the correct answer
• Types: --matching --true-false --multiple choice		• Types: --completion --essay --short answer

EXAMPLE OF TEST ITEMS

RECOGNITION ITEMS	EXAMPLE
• Multiple choice	• Which of the following is a chemical change? a. evaporation of alcohol b. freezing of water c. burning of oil d. melting of wax
• Matching	• Match the terms in Column A with their definitions in Column B. Write the letter of the definition on the blank line next to the correct term.
• True-False	• T F One ampere of current is defined as 6.25 x 10 electrons flowing past a given point per second.

RECALL ITEMS	EXAMPLE
• Completion	• There are ___ columns on a standard punched card.
• Short Answer	• What does accounts payable mean?
• Essay	• Describe factors to be considered when diagnosing engine malfunctions.

Exhibit 7-C presents the:

- advantages and disadvantages of the different types of test items; and,
- guidelines for constructing each type of test item.

GENERAL GUIDELINES FOR ALL WRITTEN TEST ITEMS

- Make sure that the test items measure the trainee's mastery or competence as stated in the performance objective.
- Try to avoid including "trick" items; these can confuse and frustrate trainees.
- Include only those items needed to assess completely the trainee's competence in **critical** concepts or facts.
- Tests reflect how effective the learning activities and materials are. If several trainees do not reach mastery of a task, the trainees may not be at fault.
- Reword items if many trainees do not respond correctly to them.
- Each item on a test should be independent of other test items and should refer to one idea only.
- Try to have someone review the test for clarity and accuracy before you administer it to the trainees.
- The test items should increase in difficulty.
- Place similar types of test items together.
- Write directions clearly and simply, with examples as needed. Directions can be given in the trainees' native language(s).
- Keep items realistic and practical, brief and concise.

TYPES OF ORAL TEST ITEMS

There are two main types of oral test items:

RECALL	**and**	**REASONING**
• require factual information		• require logical reasoning, evaluation, making comparisons, and personal judgment
• may require some thinking, short answers		• based on knowledge and understanding

RECALL	and	REASONING
• based on memory • same question type as short answer test, using words like who, what, when, where, how		• same question type as essay, using words like - compare -discuss - describe -explain

GUIDE FOR CONSTRUCTING ORAL TEST ITEMS

- Questions should be clear, concise, brief, and concerned with only one idea.
- Reasoning questions should stimulate thinking.
- Questions and answers can be given in the trainees' native language(s) if English-speaking ability is not being tested.
- Give the trainees some time to think about their answer before responding to the question.

EXHIBIT 7-C

CHARACTERISTICS OF WRITTEN TEST TYPES

TEST TYPE: RECOGNITION: Multiple Choice

ADVANTAGES

- Easily and objectively scored by instructor or aide.
- Reduces guessing (compared to true-false items).
- Can be used to measure:
  --recall of knowledge;
  --application of principles;
  --understanding; and,
  --judgment.
- Can test a large content area or objectives.
- Can be a basis for discussing reasons for right and wrong answers.

DISADVANTAGES

- Difficult and time-consuming to write good items with one correct response.
- Difficult to construct test items with several good alternatives or options.
- Encourages guessing (compared to completion or essay tests).
- Trainees' reading ability must be strong.
- Requires long response time (compared to true-false items).

GUIDE FOR CONSTRUCTING MULTIPLE CHOICE TESTS

- Multiple choice items have 2 parts:

STEM	and	ALTERNATIVES
-presents the problem or question		- several options which include one right answer and other wrong answers

STEM

- Keep the stem definite and clear in meaning;
- Include only relevant information in the stem;
- Include diagrams, pictures or other problems in the stem when appropriate.
- To test the understanding of definitions;
  --stem = term to be defined
  --alternatives = possible definitions.

EXHIBIT 7-C

CHARACTERISTICS OF WRITTEN TEST TYPES
(Continued)

TEST TYPE: RECOGNITION: Multiple Choice (Continued)

- The stem should present one definite, specific problem.
- Try to avoid using negative terms in the stem.

ALTERNATIVES

- May be one word, phrases, sentences or numbers.
- Keep reading level simple.
- Should be somewhat alike in length (preferably short) and grammatical structure.
- Should be reasonable, practical answers.
- Arrange alternatives in a logical order, such as numerical, alphabetical, by date, etc.
- Each alternative needs a label, usually a number.
- Should have 4 or 5 alternatives.
- One of the alternatives clearly should be the best.
- Try not to have a pattern for the right answers.
- Try not to include one alternative as part of another.
- Try not to use "none of the above" or "all of the above" often. If used, should sometimes be the right answer.
- Alternatives can include errors often made by trainees.
- Write each alternative on a separate line.

EXHIBIT 7-C

CHARACTERISTICS OF WRITTEN TEST TYPES
(Continued)

TEST TYPE: RECOGNITION: Matching

ADVANTAGES

- Quickly tests a large amount of factual knowledge.
- Can be used to test names of tools, parts, symbols, definitions.
- Easily and objectively scored by instructor or aide.
- Provides highly reliable test scores.

DISADVANTAGES

- Difficult to write a good set of matching items.
- Difficult to measure a level higher than recall of information.
- Not very helpful for identifying trainee weaknesses and strengths.

GUIDE FOR CONSTRUCTING MATCHING TESTS

- Matching tests have 2 columns or lists:

Column 1 or Left Column	Column 2 or Right Column
- names of tools, equipment, concepts - symbols/signs - abbreviations - diagrams, pictures or illustrations	- definitions - synonyms - opposites - full form of an abbreviation

- Try to put the lists in order: alphabetical, numerical, logical, chronological, etc.
- Write clear directions on how matching is to be done.
- Explain how many times an item in column 2 can be used.
- Show the trainees, with a filled-in example, where to write the answer.
- The left column should have a number next to each item; the right column should have letters next to each item.
- There should be more items in the right column than in the left column, 10 items at most.
- Keep all the items together on one page.

EXHIBIT 7-C

CHARACTERISTICS OF WRITTEN TEST TYPES
(Continued)

TEST TYPE: RECOGNITION: True-False

ADVANTAGES

- Easily and objectively scored by instructor or aide.
- Easy for trainees to take.
- Quickly tests a large content area.

DISADVANTAGES

- Encourages guessing.
- Questions may have several meanings; good items are difficult to write.
- Is fairly limited to recall of information.
- Does not distinguish between trainees of varying levels.
- Does not identify trainees' strengths and weaknesses.

GUIDE FOR CONSTRUCTING TRUE-FALSE TESTS

- Write items that do not have qualifications, exceptions or vary by situation or circumstances.
- State item simply, clearly and briefly.
- Try not to take statements directly from instructional materials.
- Try not to use unfamiliar vocabulary.
- Try not to have a pattern for the correct responses.
- Try not to use the following words in false items:

all	entirely	no	solely
alone	every	none	totally
always	exactly	nothing	
completely	never	only	

- Try not to use the following words or phrases in true items:

as a rule	generally	often	sometimes
could	may	several	usually
customarily	maybe	should	
frequently	most	some	

- Try not to use broad generalizations.

EXHIBIT 7-C

CHARACTERISTICS OF WRITTEN TEST TYPES
(Continued)

TEST TYPE: RECALL: Completion

ADVANTAGES

- Quickly and easily constructed.
- Can test a large content area.
- Reduces guessing (compared to true-false or multiple choice items).
- Useful for testing:
  --nomenclature
  --function of parts.

DISADVANTAGES

- Not as objective to score as recognition tests (true-false, multiple choice, matching).
- Tests recall of information only.
- Takes a lot of time to score; more than one answer may be right.
- Trainees need high level of reading ability.
- Difficult to write items so that the correct answer is indicated clearly.

GUIDE FOR CONSTRUCTING COMPLETION TESTS

- Each item should contain one idea.
- Limit each item to one sentence.
- Put blanks toward the end of the sentence, one blank for each word or a long line for a phrase.
- Try not to take statements directly from an instructional material.
- Let the trainees know the unit (inches, ounces, millimeters) in which the answer should be.

EXHIBIT 7-C

CHARACTERISTICS OF WRITTEN TEST TYPES
(Continued)

TEST TYPE: RECALL: Short Answer

ADVANTAGES

- Quickly and easily constructed.
- Tests broad areas of knowledge.
- Reduces guessing (compared to recognition tests).
- Can measure complex achievement; that is, higher level skills than recalling information, such as:
  --applying principles and concepts;
  --analysis;
  --logical thinking.
- Requires trainees to organize a response on their own.

DISADVANTAGES

- Can be difficult and time-consuming to score; usually there is more than one right answer.
- Scoring is subjective (compared to recognition tests).
- Time-consuming for trainees to take.
- Trainees need strong writing skills.
- Trainees' writing ability can be confused with the trainees' ability to answer the question.

GUIDE FOR CONSTRUCTING SHORT ANSWER TESTS

- Try to write definite, concise questions.
- Questions should relate to one idea only.
- Explain exactly how the trainees should respond.
- Make up a list of what is required in the trainee's answer; this makes grading less difficult.
- Write clear directions on the importance (or unimportance) of grammar, spelling, and handwriting.

EXHIBIT 7-C

CHARACTERISTICS OF WRITTEN TEST TYPES
(Continued)

TEST TYPE: RECALL: Essay

ADVANTAGES

- Quickly and easily constructed.
- Tests broad areas of knowledge.
- Reduces guessing (compared to recognition tests).
- Can be used to measure:
  --logical thinking and reasoning;
  --applying principles and concepts;
  --trainee's ability to make comparisons;
  --trainee's ability to write descriptions and explanations; and,
  --trainee's creativity and problem-solving.

- Requires trainees to organize a response on their own.

DISADVANTAGES

- Can be difficult and time-consuming to score; usually there are several right answers.
- Grading is subjective (compared to recognition tests).
- Confuses trainee's ability to write with the ability to answer the question.
- Trainees need very good writing ability.
- Time-consuming for trainees to take.

GUIDE FOR CONSTRUCTING ESSAY TESTS

- Make questions clear and definite, using words such as:

  compare
  describe
  discuss
  explain
  outline

- Make up an ideal or model answer to the item before using in a test; this makes grading less difficult.
- Essay items may be written in the trainees' native language(s).
- Determine a sufficient time limit for trainees to respond to the item.
- When reviewing and grading items:
  --read and grade **ALL** answers to one item;
  --do not look at the trainees' names; and,
  --re-order the papers periodically.

MEASUREMENT OF ENGLISH LANGUAGE PROFICIENCY: THE BASIC ENGLISH SKILLS TEST (B.E.S.T.)

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MEASUREMENT OF ENGLISH LANGUAGE PROFICIENCY: THE BASIC ENGLISH SKILLS TEST (B.E.S.T.)

In order to assess the overall effectiveness of the BVT grant program, the Federal BVE Program Office plans to aggregate data in a number of areas across BVT projects that provide training in a variety of vocational areas. One area in which data will be aggregated is job-related English language proficiency. In order to accomplish this goal, two issues needed to be resolved. The first involved defining the areas of language proficiency (i.e., oracy and/or literacy) that would be measured. The second required the selection of one English language proficiency instrument that can effectively and validly be used across BVT projects as a pre/post assessment of change. In response to the first issue, the decision was made to recommend that the oral language component be the area focused upon since oral language proficiency skills are necessary for all vocational areas taught by the current group of federal BVT projects. In the process of identifying an assessment measure, a review of currently available measures was conducted. It was found that no currently available measure had been designed to directly assess job-related English language proficiency. Therefore, a decision was made to select a measure of general English ability. The language proficiency measure that has been identified to be appropriate and therefore selected to be administered as a pre- /post-measure by all federally-funded BVT projects is the Basic English Skills Test (B.E.S.T.). Summary test scores on this measure will be reported on the BVT Statistical Summary Report which is to be submitted every six months to the Federal BVE Program Office.

The Basic English Skills Test

The B.E.S.T.* was developed by the Center for Applied Linguistics (CAL) in cooperation with ESL teachers and refugee program administrators. Principal funding was provided by the Office of Refugee Resettlement, U.S. Department of Health and Human Services.

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*Center Applied Linguistics, Washington, D.C., 1984.

The instrument was designed to assess the English language proficiency of limited-English-proficient adults. It is a competency-based, integrative measure of basic functional language skills, including listening comprehension, fluency, communication, reading, and writing.

The test, which has three equated forms, B, C, and D, has two components. The first the Core Section, is designed to assess basic English oral language proficiency; the second, the Literacy Skills Section, is intended to assess reading and writing skills. The Core Section is designed as an individually administered 10 to 15 minute interview. In contrast, the Literacy Skills Section is a group or individually administered test that requires a monitor and takes approximately one hour to administer.

The two sections of the B.E.S.T. were field tested and validated with individuals whose native languages included Spanish, Chinese, Vietnamese, Hmong, Lao, Cambodian/Khmer, Polish, and others. Thus, it is an instrument that can validly and effectively be used with adults from a wide range of cultural and linguistic backgrounds.*

The topic and linguistic components of the B.E.S.T. were designed to assess "survival level" English competency. They were developed by experts in the area of English language proficiency, field tested, and modified based on the findings of the field test. An overview of the topic and linguistic components for both the Core and Literacy Skills Sections of the B.E.S.T. is presented on the next page.

The B.E.S.T. has three major uses. These are:

- as a placement instrument for adults entering language training courses;
- as a diagnostic assessment instrument; and
- as a pre- post-measure of change.

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*Eakin, E. & Ilyin, D. (in press). Basic English Skills Test. In Charles W. Stansfield and Karl J Krahuke (Eds.) TESOL Annotated Bibliography of ESL/EFL Tests. Washington, D.C.

B. E. S. T.

TOPIC AND LINGUISTIC COMPONENTS

TOPIC AREAS	CORE SECTION				LITERACY SKILLS SECTION	
	Speaking	Listening	Reading	Writing	Additional Reading	Additional Writing
Greetings, Personal Information	Greets, gives name, spells name, states where from, how long in U.S.		Reads "Name" and "Address" on form	Fills out simple data form		Fills out more complex form; writes personal note to a friend
Time/Numbers	Tells time on clock	Understands spoken time	Reads time on clock		Locates given dates on calendar; finds telephone numbers in directory; reads train schedules; reads store hours	Writes date of birth on form
Money/Shopping for Food, Clothing	Asks "How much...?", "Where is...?" Compares shopping in U.S. and native country	Understands spoken price; shows correct coins			Reads price, price per lb., and other information on food labels; reads price, size, etc. on clothing labels	
Health and Parts of Body	Describes ailment, location	Shows understanding of parts of body			Reads medical appointment card; reads prescription medicine label	
Emergencies/Safety	Describes accident scene		Matches signs, e.g., CLOSED, STOP, etc., with appropriate photographs		Reads excerpts from driver's manual	
Housing	Identifies rooms of house, household activities				Reads ad for apartment	Fills out rent check, addresses envelope to landlord; writes note to landlord
Directions/ Clarification	Asks for, gives directions Asks for, gives clarification	Understands spoken directions	Reads map		In addition to the above, the Literacy Skills section tests comprehension of general reading materials (e.g., newspaper articles, schools notices	
Employment/ Training	Describes entry-level jobs and own job preferences; gives basic personal infomation in interview				Reads job want ad	Writes note to teacher explaining absence

While these are all valid uses of the B.E.S.T., the main interest in the instrument for purposes of the BVT Statistical Summary Report is as a pre- post-measure of difference in oral English language proficiency. For this reason only the Core Section of the B.E.S.T. is required to be administered and results reported on the Statistical Summary Report.

The Core Section has 49 items and is individually administered as an oral interview. The interview itself takes approximately 10-15 minutes per examinee. A cut-off point is set, should an individual not be able to correctly respond to ten of the initial set of 13 or 14 questions, depending upon the form of the test.

The Core Section of the B.E.S.T. is designed to provide verbal and visual stimuli that elicite responses in English. The first set of prompts consists of basic questions about the individual's name, country of birth, and present place of residence. The individual is also asked to spell his or her name. The other prompts are keyed to photographs which require an individual to respond to a question based on the content of the stimulus, to recognize some basic sight vocabulary, and to follow a map representing a neighborhood. Reading (recognition of simple sight words such as "Closed", "Don't Walk", "Keep Out", etc,) and writing (writing name and address) tasks are also included in the Core Section. These items are intended to screen individuals for the Literacy Skills Section and are not included in the overall score for the Core Section.

The key grammatical structures assessed in the Core Section include the simple present and progressive tenses, yes/no, wh- questions, and negation. In addition, emphasis is given to the language functions of imparting information, seeking information, and seeking clarification.

Specific criteria are given for scoring responses in three areas: listening comprehension, communication, and fluency. Sub-scale scores are totaled and then converted to scaled scores which correspond to Student Performance Levels or SPLs.

Student Proficiency Levels are general descriptions of a student's language ability with respect to listening, oral communication, reading and writing. The SPLs are linked to employment readiness skills and to the qualities of communication that would be evidenced by a non-native English speaker in conversation with a native

English speaker. The SPLs and corresponding B.E.S.T. scores are shown on the following pages. It should be noted that test scores on the B.E.S.T. cannot be linked beyond SPL VII, because the B.E.S.T. assesses language proficiency at the lower end of the scale.

Technical Qualities of the B.E.S.T.

Test reliability and validity are well documented in the B.E.S.T. Test Manual (1986). High internal consistency reliability estimates (KR-20) were found for both the Core and the Literacy Skills section for Forms B, C, and D ranging from a low of .770 (Form D, Total for listening, communication, and fluency) to a high of .911 (Form B, Total for listening, communication, and fluency). The reliability estimates for reading/writing in the Core Section ranged from .770 (Form D) to .826 (Form B).

High face validity is demonstrated by the fact that the content reflects real-life language use tasks. Other evidence of high validity is provided by the correlations of test scaled scores and teacher ratings of individuals overall language proficiency.

Scoring reliability was evaluated through an inter-rater scoring procedure. For the Core Section, the inter-rater reliability ranged from .992 (Form D, Listening Comprehension) to .749 (Form D, Pronunciation).

Interscale correlations were found to be substantially positive but sufficiently different to support the diagnostic use of individual test subsections. Since the B.E.S.T. has been designed to reflect actual language-use needed to function independently, the ability of an individual to perform these functions is important information that can be used to diagnose English language competencies for placement, to provide information for general planning purposes, and to serve as a measure of individual and group changes in the development of English language proficiency.

Guidelines for Using the B.E.S.T.

The B.E.S.T. should be administered on a pre- and post-test basis to each BVT project participant. The pre-test should be administered prior to the beginning of

STUDENT PERFORMANCE LEVELS AND CORRESPONDENCE TO B.E.S.T. SCORES

0	No ability whatsoever. B.E.S.T. Core Section, Scaled Score = 0-8		
I	• Functions minimally, if at all, in English. B.E.S.T. Core Section Scaled Score = 9-15	• Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.
II	• Functions in a very limited way in situations related to immediate needs. B.E.S.T. Core Section Scaled Score = 16-28	• Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
III	• Functions with some difficulty in situations related to immediate needs. B.E.S.T. Core Section Scaled Score = 29-41	• Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.	• A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
IV	• Can satisfy basic survival needs and a few very routine social demands. B.E.S.T. Core Section Scaled Score = 42-50	• Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.	• A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
V	• Can satisfy basic survival needs and some limited social demands. B.E.S.T. Core Section Scaled Score = 51-57	• Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated.	• A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

STUDENT PERFORMANCE LEVELS
AND
CORRESPONDENCE TO B.E.S.T. SCORES

VI	• Can satisfy most survival needs and limited social demands. B.E.S.T. Core Section Scaled Score = 58-64	• Can handle jobs and job training that involve following simple oral and written instructions and diagrams.	• A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with difficulty and some effort.
VII	• Can satisfy survival needs and routine work and social demands. B.E.S.T. Core Section Scaled Score = 65+	• Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.	• A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.
VIII	• Can participate effectively in social and familiar work situations.		• A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.
IX	• Can participate fluently and accurately in practical, social, and work situations.		• A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.
X	• Ability equal to that of a native speaker of the same socio-economic level.		

training or as soon after training begins as possible (within the first two weeks). The post-test should be administered at the end of training or, at least, during the last week of training. Any of the three equated forms (B,C, or D) may be used, but the same form should not be used as both a pre- and post-test for any individual. Trainees should be assured prior to taking the B.E.S.T. that they have been accepted into the program and that the assessment will not be used for screening purposes. Also, they should not be told that a post-test similar to the pre-test will be given at the end of training.

The pre-test may be administered by any project staff person who is English proficient, including a participant's potential VESL or vocational education teacher. These staff members need to be adequately trained in the standardized administration and scoring procedures before they begin any testing. For the post-test, it is not advisable for a participant's teacher, particularly the individual's VESL teacher, to administer the test. In order to give the project flexibility in scheduling pre-testing and post-testing, it is advisable that several individuals on the staff be trained to administer the B.E.S.T. This will also provide the project with alternate test administrators should a staff member leave. It will ensure that there will be staff available to train newly hired individuals.

Testing should take place in a quiet room where there will be minimal interruptions. In order to administer the test comfortably, a desk or worktable needs to be available where the test administrator and the trainee can face each other. A flat surface is needed in order to be able to manipulate test materials.

The specific materials required to administer the B.E.S.T. include the Administrator's Manual (1986), the Core Section Picture Booklet, the Core Section Scoring Booklet, the Core Section Scoring Sheets, currency (3 one dollar bills, 2 quarters, 2 dimes, 2 nickels, and 4 pennies), and sharpened pencils.*

The test administrator should follow all the standardized instructions in the test administration manual. In general, the test administrator should maintain a

*Test materials are available from the Center for Applied Linguistics in Washington, D.C.

neutral and natural demeanor; state items as written; repeat instructions or directions only once; stop at the specified cut-off, depending upon the form; and provide prompts, as appropriate, on fluency items.

Scoring of the examinee's responses are recorded in the Core Section Scoring Booklet or on the Core Section Scoring Sheet as the test is being administered. Responses are assessed in the following areas: listening comprehension, communication, fluency, and reading and writing. Although the scoring booklet provides examples of correct responses, it is very important that the test administrator be trained in scoring student responses.

Once the testing session is completed, total scores are computed for each skill area. The test administrator then adds the scores for listening comprehension, communication, and fluency. Depending upon the form of the test, the total Core Section score is then converted to a scaled score which can be related to an SPL level.

The reading/writing component of the Core Section score is based on the recognition of sight vocabulary items and on the completed bio-data item. Pronunciation is rated globally and is based on overall comprehensibility. These two scores may be calculated as general measures of language proficiency, but are not required for the BVT Statistical Summary Report.

Reporting B.E.S.T. Data on the BVT Statistical Summary Report.

A summary of the pretest scores for all participants in a training cycle are to be recorded on Part A of the BVT Statistical Summary Report. A summary of post-test scores, average pre/post differences, and average number of days between tests are to be recorded on Part B of the Report.

In order to summarize the data for the BVT Statistical Report, it will be necessary for project staff to record and maintain individual student scores. For this purpose, the B.E.S.T. Data Recording Form (see attached form) has been developed. This form is provided as a management tool for BVT project staff and can be used exactly as shown or revised to be more project specific. Whether this form or a project specific form is used, the important data to be recorded includes the date

of the test, a record of the B.E.S.T. form (B, C, or D) administered to the trainee, and the individual scaled score. This information is to be recorded for both the pre- and post-tests and will provide the raw data for the language proficiency items on the BVT Statistical Summary Report.

B.E.S.T. DATA RECORDING FORM

Program: _____

Vocational Training Area: _____ Cycle: _____

Name of Participant	PRE-TEST			POST-TEST			PRE/POST DIFFERENCE DATA	
	Form Used	Date of Test	Scaled Score	Form Used	Date of Test	Scaled Score	Calendar Days Between Tests	Pre/Post Difference
Summary Data	Average Scaled Score			Average Scaled Score			Average No. of Days	Average Difference

BVT REGIONAL MEETING - SESSION REVIEW AND ACTION PLANNING FORM

SESSION #3: ASSESSING STUDENTS

1. First, in two or three sentences please summarize what you've learned from this session.

_____

_____

_____

_____

_____

2. Next, identify two or three ideas, practices and/or resources from this session that will be useful to you in your work. Be brief and specific!

A. _____

_____

B. _____

_____

C. _____

_____

3. Last, consider if what you've learned in this session has any implications for action on your part when you return to your work. If so, please list below what specific actions you will take, and when you will take them.

A. WHAT: _____

WHEN: _____

B. WHAT: _____

WHEN: _____

C. WHAT: _____

WHEN: _____

NETWORKING, COORDINATING, COOPERATING, COLLABORATING AND LINKING FOR BVT

CONTENTS

- Overview paper
- Clearinghouses, Dissemination Networks, Materials and Resource Centers
- Professional Organizations and Coalitions
- Associations, Conferences, Councils, Leagues, Networks and Partnerships
- State Refugee Coordinators
- Curriculum Coordination Centers and State Liaison Representatives
- Directory of State Personnel with Supervisory Responsibility for Adult ESL Programs.
- State Directors of Adult Education
- BVT, State Vocational Education Staff Contacts
- Federally-funded Bilingual Vocational Training Projects
- State Job Training Partnership (JTPA) Liaisons

NETWORKING, COORDINATING, COOPERATING, COLLABORATING AND LINKING FOR BVT

Networking is a frequently-used term in education, as are coordination, co-operation, collaboration and linking. While these terms are sometimes used interchangeably, they can in fact be used to describe very different types of interactions, each with different characteristics. Networking, coordinating, cooperating and collaborating can be viewed as progressively more intense types of interaction, each with their own purposes. Linkage, on the other hand, is another term for interaction and can be strong or weak. It will be worth our while to take a closer look at each of these terms, and at their various implications for BVT programs. First off, what do we mean by net-working, how is it different from coordination, cooperation, collaboration and linking, and what role might it play in bilingual vocational training?

NETWORKING

NETWORKING requires only very loose linkages among participants and is often not very noticeable to the outside world. The agencies and individuals which comprise the network are only minimally involved with one another and lose none of their autonomy in the process. The two common purposes of networks are to exchange information and to advocate for a particular policy or practice. In sum, a network is a not-very-intense form of interaction characterized by a relatively small amount of personal contact between the network members, a high degree of member autonomy, and comparatively weak linking devices.

Discussion in this section has been both adapted and directly drawn from: Loughran, E. L. (1982). Networking, coordination, cooperation and collaboration--Different skills for different purposes. And, Langton, S. Networking and community education. In J. M. Brandon and Associates (Eds.), Networking: A trainer's manual (pp. 185-190, and, 208-216). Amherst, MA: Community Education Resource Center, School of Education, University of Massachusetts.

Additionally, and in part because of their weaker linking devices, networks can be quite expansive, including many members over large geographic regions. As a result, networks can be particularly useful for disseminating information over broad areas, and for gaining the "strength of numbers" when advocating for policies and practices. Imagine the impact if, for example, all of the contact people listed later in this section joined together with you, the BVT practitioners at this regional meeting, in a network to advocate certain policies or practices in BVT. The impact could be significant and each member would be able to maintain a large degree of autonomy while participating in such a network. The National Coalition for Bilingual Vocational Education (NCBVE) is a nascent national BVT network, and could serve as the "seed" for such a broad-based organization.

C O O R D I N A T I O N

COORDINATION: Interagency coordination, in contrast, aims at having two or more agencies operate in such a way so as not to duplicate services nor fail to provide necessary services to a particular group in a particular area. Coordination requires stronger linking devices than does a networking arrangement. While the latter may be held together by a list of names and addresses, a central facilitator, and perhaps an occasional conference, coordination efforts will usually require more personal contact, a slight lessening of the participants' autonomy, and will often affect a smaller geographic area.

State coordinators for refugee services may, for example, keep a record of all the vocational and language services provided by the various in-state service organizations to the state's refugees. The information may be disseminated to the various service providers to assist them in their efforts to make their BVT program responsive to the needs of the state's refugees, while not duplicating existing efforts. By using such information, the organization lessens their autonomy in program design only slightly. The coordination effort takes place over a limited geographic area, in this case a state, and there is likely more face to face, or over-the-phone contact. Linkage devices may include phone canvassing, newsletters, and widely-circulated letters and memos.

COOPERATION

COOPERATION, on the other hand, aims at some integration between two or more agencies. In a cooperative effort, agencies may decide to give up some of their autonomy in order to gain certain benefits. For example, both a YWCA and a community college may desire to provide BVT services to LEP women in the same community. However, neither may be able, on its own, to develop or fund a program in its entirety. The two organizations may decide to fund and operate two separate projects which, when operated cooperatively, constitute a BVT program. For example, the YWCA may decide to do the language, counseling and day care components of the training, while the community college may do the recruitment and vocational training. There would be considerable face-to-face contact in this case, stronger linking devices would be used (for example, letters of agreement), and the arrangement would be conspicuous to outsiders (it may, for example, be advertised or promoted as a unique example of a cooperative effort).

COLLABORATION

COLLABORATION is yet another process which involves people from different agencies joining together to work toward a common goal. Imagine a situation in which a community-based education organization collaborates with a local industry to create a new BVT program. The two organizations may actually join together to develop the program's goals and objectives, to decide upon a management structure and a budget, and to develop the training design and the evaluation criteria. They would be collaborative partners in one joint BVT effort. There would be considerable face-to-face contact, strong linking devices (such as contractual agreements), and the autonomy of both organizations would be intentionally and significantly limited in the arrangement.

SIX SUGGESTIONS

Clearly, each type of interaction has its place in the development and implementation of BVT programs. Each can serve a different and constructive purpose. The following are six suggestions which may be helpful in your efforts to network, coordinate, cooperate, and collaborate for BVT.

1. All of these types of interactions will require facilitation and a spirit of participation to make them work. In loose arrangements in-particular, such as networks, the involvement of a facilitator is essential. A facilitator should take the role of bringing out the ideas and skills in the network's membership, in helping members clarify their values and goals, and in keeping everyone "on task" when there is a task at hand. Facilitators should avoid the role of doing for others what they can and should do for themselves.

2. Shared values constitute the human contact which binds people together. Ultimately, all must feel and understand the values and goals that make their commitment to the arrangement worth pursuing and maintaining. Joint goal-setting and values-clarifying sessions are important to the health and integrity of all types of these interactions, particularly the more formalized ones.

3. The arrangement must offer obvious tangible benefits. Everybody needs to get something out of the arrangement, although what each receives may be very different.

4. An early success experience energizes the process. It can be useful to identify and achieve an easily attainable goal to start out with. Such initial success encourages all involved, gives everyone a sense of accomplishment, confidence and of time well-spent.

5. All of these types of arrangements require constant maintenance and re-structuring. Taking an arrangement for granted can be hazardous! Putting an effort into clearing lines of communication and "touching base" often will pay off.

6. Trust is essential. Do what you say, and say what you do. No member of the arrangement should have to guess at the other's values and intentions. By being clear about what you will do and why you will do it, and by consistently living up to your part of the bargain, you will create the conditions necessary for a productive and enjoyable arrangement.

The following pages in this section include lists of contact people and organizations which may be particularly useful for you, as a BVT practitioner, in your networking efforts. In addition to the lists presented here, you may find it useful to refer to the Vocational English Language Training (VELT) Resource Package, authored by Research Management Corporation, which includes lists of resource persons in VELT by region and by particular skill areas. A brief summary of each resource person's experience in providing assistance to programs for limited-English-proficient adults is included in the VELT package.

CLEARINGHOUSES, DISSEMINATION NETWORKS, MATERIALS AND RESOURCE CENTERS

American Association for Vocational Instructional Materials (AAVIM)
120 Driftmier Engineering Center
Athens, Georgia 30602
(404) 542-2586

Clearinghouse of the National Alliance of Business
1015 15th Street, N.W.
Washington, D.C. 200005
(202) 457-0040

Dissemination Network for Adult Educators
1575 Old Bayshore Highway
Burlingame, CA 94010
(800) 672-3494

ERIC Clearinghouse on Adult, Career, and Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815

ERIC Clearinghouse on Language and Linguistics
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037
(202) 429-9292

Evaluation, Dissemination and Assessment Center (EDAC)
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032-4298
(213) 224-3676

Multifunctional Resource Centers

The 16 Multifunctional Resource Centers (MRCs) provide technical assistance and training for programs serving limited-English-proficient students within their designated service regions. The technical assistance may be in the areas of ESL methodology, language acquisition, cross-cultural issues, community involvement, and literacy - among other areas. In addition, each MRC gathers information on a particular aspect of bilingual education and provides this information to other MRCs. While the MRCs concentrate their services to Title VII programs, some MRCs have expressed a willingness to provide technical assistance, free of charge, to programs serving adult learners. A directory of the 16 MRCs will be provided as a handout at this meeting.

National Clearinghouse for Bilingual Education
COMSIS Professional Services Division
11501 Georgia Avenue
Wheaton, MD 20902
(301) 933-9211

National Dissemination and Assessment Center
(This is the old name for EDAC, above)

Refugee Materials Center
US Department of Education, Region VII
Executive Hills North, 9th Floor
10220 N. Executive Hills Blvd.
Kansas City, MO 64153
(816) 891-7972

The Resource Center
Ministry of Citizenship and Culture
9th Floor - 77 Bloor Street West (at Bay)
Toronto, Canada M7A 2R9
(416) 965-6763

U.S. Department of Education
Office of Vocational and Adult Education
Division on Adult Education
Clearinghouse on Adult Education
Reporters, Room 522
400 Maryland Avenue, S.W.
Washington, D.C. 20202
(202) 732-2396

PROFESSIONAL ORGANIZATIONS AND COALITIONS

American Association for Adult and Continuing Education (AAACE)
Suite 301
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7866

American Vocational Association (AVA)
1415 King Street
Alexandria, VA 22314
(703) 683-3111

National Association for Bilingual Education (NABE)
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 822-7870

National Coalition for Bilingual Vocational Education
c/o Dr. Ruth Petkoff
Employment Training Center
816 S. Walter Reed Drive
Arlington, VA 22204
(703) 486-2777

Teachers of English to Speakers of Other Languages (TESOL)
1118 22nd Street, N.W.
Washington, D.C. 20037
(202) 625-4569

ASSOCIATIONS, CONFERENCES, COUNCILS, LEAGUES, NETWORKS AND PARTNERSHIPS

American Association of Community and Junior Colleges
1 Dupont Circle, N.W.
Suite 410
Washington, D.C. 20036
(202) 293-7050

Business Council for Effective Literacy
1221 Avenue of the Americas
35th Floor
New York, NY 10020
(212) 512-2415/2412

National Association of Counties
440 1st Street, N.W.
Eighth Floor
Washington, D.C. 20001
(202) 393-6226

National Association of Private Industry Councils
1015 15th Street, N.W.
Suite 600
Washington, D.C. 20005
(202) 289-2950

National Conference of State Legislatures
Job Training Section
444 N. Capital Street
Suite 611
Washington, D.C. 20001
(202) 624-5400

National Governor's Association
444 North Capital Street
Suite 250
Washington, D.C. 20001
(202) 624-5300

National Job Training Partnership
1620 I Street, N.W.
Suite 328
Washington, D.C. 20006
(202) 887-6120

National League of Cities
1301 Pennsylvania Avenue, NW
Sixth Floor
Washington, D.C. 20004
(202) 626-3010

THE PEOPLE NETWORK: USEFUL CONTACTS FOR BVT PRACTITIONERS

The following pages include listings of:

1. State Refugee Coordinators

2. Curriculum Coordination Centers and State Liaison Representatives

3. Directory of State Personnel with Supervisory Responsibility for Adult ESL Programs.

4. State Directors of Adult Education

5. BVT, State Vocational Education Staff Contacts

6. Federally-funded Bilingual Vocational Training Projects

7. State Job Training Partnership (JTPA) Liaisons

STATE REFUGEE COORDINATORS

REGION I/II

Connecticut:
Mr. Edward Savino
State Refugee Coordinator
Department of Human Resources
1049 Asylum Street
Hartford, Connecticut 06115
(203) 566-4329

Maine:
Mr. David Stauffer
State Refugee Coordinator
Bureau of Resource Development
Department of Human Services
Augusta, Maine 04330
(207) 289-2971

Massachusetts:
Dr. Daniel Lam
State Refugee Coordinator
Department of Public Welfare
600 Washington Street
Room 405
Boston, Massachusetts 02111
(617) 727-8190 or 727-7888

New Hampshire:
Patricia Garvin
State Refugee Coordinator
Division of Human Resources
11 Depot Street
Concord, New Hampshire 03301
(603) 271-2611

New Jersey:
Ms. Rowena Bopp
State Refugee Coordinator
Commissioner's Office
(CN 700)
Department of Human Services
Trenton, New Jersey 08625
(609) 984-3470

Ms. Jane Burger
Refugee Program Manager
Division of Youth and Family Service
(CN 717)
1 South Montgomery Street
Trenton, New Jersey 08625
(609) 292-8395

New York:
Mr. Bruce Bushart
State Refugee Coordinator
Department of Social Services
40 North Pearl Street
Albany, New York 12243
(518) 474-9629

Rhode Island:
Mr. Paul McLaughlin
State Refugee Coordinator
Department of Human Services
600 New London Avenue
Cranston, Rhode Island 02920
(401) 277-2583

Vermont:
Ms. Judith May
State Refugee Coordinator
Charlestown Road
Springfield, Vermont 05156
(802) 885-9602

REGION III/IV

Alabama:
Mr. Joel Sanders
State Refugee Coordinator
Bureau for Cash Assistance
Department of Pensions and Security
64 N. Union Street
Montgomery, Alabama 36130 (205) 261-2875

Delaware:
Ms. Janet Loper
Refugee Coordinator
Division of Economic Services
Department of Health and Social Services
P.O. Box 906, CP Building
New Castle, Delaware 19720 (302) 421-6153

District of Columbia:
Mr. Wallace Lumpkin
Director
Refugee Resettlement Program
Department of Human Services
801 North Capitol Street, N.E., Rm 336
Washington, D.C. 20002 (202) 727-5588

Georgia:
Winifred S. Horton
State Refugee Coordinator
Division of Family & Children's Services
Special Program Unit, Office of Planning
and Development/DHR
878 Peachtree Street, N.E., Rm. 403 (404) 894-7618
Atlanta, Georgia 30309

Kentucky:
Janie A. Miller, Director
State Refugee Coordinator
Department of Human Resources
Bureau for Social Insurance
275 East Main Street
Frankfort, Kentucky 40621 (502) 564-3556

Maryland:
Mr. Frank J. Bien
State Refugee Coordinator
Maryland Office of Refugee Affairs
Department of Human Resources
Rooms 621-625
101 West Read Road
Baltimore, Maryland 21202 (301) 659-1863

Mississippi:
Carmen Lopez-Lampton
State Refugee Coordinator
Department of Public Welfare
P.O. Box 352
Jackson, Mississippi 39205 (601) 354-0341 Ext. 221

North Carolina:
Mr. Robert B. Edmundson, Jr.
State Refugee Coordinator
Family Services Section
Department of Human Resources
325 North Salisbury Street
Raleigh, North Carolina 27611 (919) 733-4650

Pennsylvania:
Mr. Ron Kirby
Office of Policy, Planning and Evaluation
P.O. Box 2675
Harrisburg, Pennsylvania 17120 (717) 783-7535

South Carolina:
Hiram L. Spain, Jr.
Acting State Refugee Coordinator
Agency for Refugee Resettlement
Division of Social Services
P.O. Box 1520
1520 Confederate Avenue
Columbia, South Carolina 29202-9988 (803) 758-2996

Tennessee:
Ms. Martha Roupas
State Refugee Coordinator
Department of Human Services
400 Deaderick Street
Nashville, Tenessee 37219 (615) 741-2587

Virginia:
Ms. Anne H. Harrick
State Refugee Coordinator
Virginia Department of Social Services
Blair Building
8007 Discovery Drive
Richmond, Virginia 23288 (804) 281-9029

West Virginia:
Mrs. Cheryl Posey
Refugee Coordinator
West Virginia Department of Human Services
1900 Washington Street, East
Charleston, West Virginia 25305 (304) 885-829[illegible]

Florida Office of Refugee Resettlement

Florida:
Ms. Nancy Wittenberg
Refugee Programs Administrator
Department of Health and
Rehabilitative Services
1317 Winewood Blvd., Building 1, Rm 420
Tallahassee, Florida 32301 (904) 488-3791

REGION V

Illinois:
Mr. Edwin Silverman
Refugee Resettlement Program
Department of Public Aid
Bureau of Fiscal Operations
100 South Grand Ave., East
Harris II Bldg., 1st Floor
Springfield, Illinois 62762
(312) 793-7120

Indiana:
Mr. Robert Igney
Policy and Program Development
Department of Welfare
141 S. Meridian Steet, 4th Floor
Indianapolis, Indiana 46204
(317) 232-4975

Michigan:
Ms. Paula Stark, Director
Office of Employment Development Services
Department of Social Services
300 S. Capitol Avenue, Suite 711
Lansing, Michigan 48926
(517) 373-7382

Ms. Joyce Savale
Resettlement Assistance Office
Department of Social Services
Michigan Plaza Bldg., Suite 462
1200 Sixth Street
Detroit, Michigan 48226
(313) 256-9776

Minnesota:
Ms. Jane Kretzmann
Coordinator of Refugee Programs
Department of Human Services
Space Center Building, 2nd Floor
444 LaFayette Road
St. Paul, Minnesota 55101
(612) 296-2754

Ohio:
Mr. Michael M. Seidemann
Department of Human Services
Program Development Division
State Office Tower, 30th Floor
30 E. Broad Street
Columbus, Ohio 43215
(614) 466-5848

Wisconsin:
Ms. Sue Levy
Refugee Assistance Office
Department of Health and
Social Services
Rm 480
P.O. Box 7851
Madison, Wisconsin 53707
(608) 266-8354

REGION VI

Arkansas:

Mr. Curtis Ivery, Executive Director
State Coordinator for Refugee Resettlement
Division of Social Services
Department of Human Services
Donaghey Bldg., Suite 1300
P.O. Box 1437
Little Rock, Arkansas 72203

Refugee Resettlement Unit Manager:
Ms. Glendine Fincher
(501) 371-2434

Louisiana:

Marcia L. Daigle
State Refugee Coordinator
Office of Human Development
Department of Health and Human Services
1755 Florida Street
P.O. Box 44367
Baton Rouge, Louisiana 70804
(504) 342-2763

Planning Officer:
Ms. Marcia Daigle
(504) 342-6786

New Mexico:

Ms. Charmaine Espinosa
State Coordinator of Refugee Resettlement
New Mexico Human Services Department
Pera Building, Rm 104
Santa Fe, New Mexico 87503

(505) 827-4212

Oklahoma:

Mr. Robert Fulton
Director, Department of Human Services
Coordinator for Refugee Resettlement
P.O. Box 25352
Oklahoma City, Oklahoma 73125

Refugee Resettlement Unit Manager:
Mr. Jim Hancock
(405) 521-3431

Texas:

M. Lee Russell
State Refugee Coordinator
701 W. 51st Street
P.O. Box 2960
Austin, Texas 78769
(512) 450-3448

REGION VII/VIII

Colorado:
Ms. Laurie Bagan
State Refugee Coordinator
Colorado Refugee Services Program
190 East Ninth Avenue
Denver, Colorado 80203 — (303) 863-8211

Iowa:
Mr. Michael V. Reagen
Coordinator for Refugee Affairs
Bureau of Refugee Programs
1200 University Avenue, Suite D
Des Moines, Iowa 50314-2330

Chief, Bureau of Refugee Programs:
Mr. Marvin Weidner
(515) 281-3119

Kansas:
Mr. Phil Gutierrez
Refugee Resettlement Coordinator
Department of Social and
Rehabilitation Services
State Office Building
Topeka, Kansas 66612 — (913) 296-3349

Missouri:
Ms. Patricia Harris
Division of Family Services
Refugee Assistance Program
P.O. Box 88
Broadway State Office Building
Jefferson City, Missouri 65103 — (314) 751-2456

Montana:
Ms. Norma Harris
Refugee Resettlement Coordinator
Department of Social and
Rehabilitation Services
111 Sanders
Helena, Montana 59601

Program Manager:
Mr. Boyce Fowler
(406) 444-3865

Nebraska:
Ms. Maria Diaz
Coordinator of Refugee Affairs
Department of Social Services
301 Centennial Mall South
Lincoln, Nebraska 68509 — (402) 471-3121

REGION VII/VIII (continued)

North Dakota:
Mr. Donald L. Schmid
Acting Refugee Resettlement Coordinator
Department of Human Services
State Capitol, 3rd Floor
New Office Wing
Bismarck, North Dakota 58505 (701) 224-4809

South Dakota:
Mr. Vern Guericke
Refugee Resettlement Coordinator
Department of Social Services
Kneip Building
700 N. Illinois Street
Pierre, South Dakota 57501 (605) 773-3493

Utah:
Mr. Sherman Roquiero
State Refugee Coordinator
Department of Social Services
150 W. North Temple
Salt Lake City, Utah 84103

Program Manager:
Ms. Ann Cheves
(801) 533-5094

Wyoming:
Mr. Steve Vajda
Refugee Relocation Coordinator
Department of Health and Social Services
390 Hathaway Building
Cheyenne, Wyoming 82002 (307) 777-6100

REGION IX

Arizona:
Ms. Linda A. Bacon
Refugee Program Coordinator
Arizona Department of Economic Security
P.O. Box 6123
Phoenix, Arizona 85005

(602) 255-3826

California:
Ms. Linda McMahon
Director
Department of Social Services
744 P Street
Sacramento, California 95814
(916) 445-2077

Program Manager:
Mr. Walter Barnes
Chief, Office of Refugee Services
Department of Social Services
744 P Street
Sacramento, California 95814
(916) 324-1576

Guam:
Mr. Dennis Rodriguez
Director
Department of Public Health and
Social Services
P.O. Box 2816
Government of Guam
Agana, Guam 96910

Contact:
Julita Lifoifoi
011-671-477-8966

Hawaii:
Mr. Walter W. F. Choy
Executive Director
Department of Labor and Industrial Relations
Office of Community Services
State of Hawaii
335 Merchant Street, Room 101
Honolulu, Hawaii 96813
(808) 548-2130

Assistant Coordinator:
Mr. Dwight Ovitt
(808) 548-2133

Nevada:
Ms. April Wilson
Deputy Administrator of Social Services
2527 North Carson
Carson City, Nevada 89710

(702) 885-4709

REGION X

Idaho:

David L. Humphrey
Administrator
Department of Health & Welfare
Division of Field Operations
450 West State Street, 7th Floor
Boise, Idaho 83720

Scott Cunningham
(208) 334-2631

Oregon:

Mr. Ron Spendal
State Refugee Coordinator
Department of Human Resources
100 Public Service Building
Salem, Oregon 97310

(503) 373-7177

Washington:

Ms. Liz Dunbar
State Refugee Coordinator
Bureau of Refugee Assistance
Department of Social and Health Services
Mail Stop 31-B
Olympia, Washington 98504

(206) 753-3086

CURRICULUM COORDINATION CENTERS AND STATE LIAISON REPRESENTATIVES

(EC) East Central Curriculum Coordination Center
Rebecca Douglass, Director
Sangamon State University, F-2
Springfield, Illinois 62708
Telephone: (217) 786-6375; T96G

Delaware
Rachel J. Schweitzer
Dept. of Public Instruction
J.G. Townsend Building
P.O. Box 1402
Dover, Delaware 19901
(302) 736-4681

District of Columbia
Ted Glenn
Brown Junior High School
24th & Benning Road, N.E.
Washington, D.C. 20002
(202) 724-8690

Illinois
Peggy Pool
Research and Development
Illinois State Board of Education
100 N. 1st Street
Springfield, Illinois 62777
(217) 782-4620

Indiana
Ed Brown
State Board of Vocational Technical
Room 401, Illinois Building
17 W. Market Street
Indianapolis, Indiana 46204
(317) 232-1823

Maryland
Rose Mary Bengel
RCU Director
State Dept. of Education, DVTE
200 W. Baltimore Street, 3rd Floor
Baltimore, Maryland 21201
(301) 659-2566

Michigan
Bob Pangman
State Dept. of Education
P.O. Box 30009
Lansing, Michigan 48909
(517) 373-0402

Minnesota
JoAnn Akemann-Chein
State Dept. of Education
564 Capitol Square Building
550 Cedar Street
St. Paul, Minnesota 55101
(612) 297-4390

Ohio
Joyce Keefer
Instructional Materials Lab
154 W. 12th Avenue
Ohio State University
Columbus, Ohio 43210
(614) 422-5001

Pennsylvania
Vernon Register
Vocational Education Program
State Dept. of Education
333 Market Street, Box 911
Harrisburg, Pennsylvania 17108
(717) 783-8506

Virginia
Kay Brown
Dept. of Education
P.O. Box 60
Richmond, Virginia 23216
(804) 225-2074

West Virginia
John Riddle
Vocational Curriculum Lab
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(304) 372-8673

Wisconsin
Lou Chinnaswamy
Board of Vocational, Technical
and Adult Education
4802 Sheboygan Avenue, 7th Fl.
P.O. Box 7874
Madison, Wisconsin 53707
(608) 266-2222

(MW) Midwest Curriculum Coordination Center
Bob Patton, Director
State Department of Vocational and Technical Education
1500 West Seventh Street
Stillwater, Oklahoma 74074-4364
Telephone: (405) 377-2000

Arkansas
Jim Dasher
Vocational Division
Education Building, West
Little Rock, Arkansas 72201
(501) 371-1855

Iowa
Ron Jarchow
Career Education Division
Grimes State Office Building
Des Moines, Iowa 50319
(515) 281-4718

Kansas
Les Abel
Research Coordinating Unit
State Dept. of Education
120 East 10th Street
Topeka, Kansas 66612
(913) 296-2222

Louisiana
David Poston
Curriculum Development
and Research Center
P.O. Box 1159
Natchitoches, Louisiana 71458-1159
(318) 352-5348; 226-7061

Missouri
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University of Missouri
10 Industrial Education Building
Columbia, Missouri 65211
(314) 882-2883

Nebraska
Merle Rudebusch
State Dept. of Education
301 Centennial Mall, South
Box 94987
Lincoln, Nebraska 68509
(402) 471-4805

New Mexico
Doug Richardson
State Dept. of Education
Education Building
Santa Fe, New Mexico 87501
(505) 827-6646

Oklahoma
Joyce Sawatsky
State Dept. of Vocational and
Technical Education
1500 West Seventh Street
Stillwater, Oklahoma 74074

Texas
Bob Patterson
Research Coordinating Unit
Texas Education Agency
201 E. 11th Street
Austin, Texas 78701
(512) 463-9446

(NW) Northwestern Curriculum Coordination Center
William Daniels, Director
St. Martin's College
Old Main, Room 478
Lacey, Washington 98503
Telephone: (206) 438-4456

Alaska
Verdell Jackson
Vocational Education
Pouch F - Gold Belt Place
Juneau, Alaska 99811
(907) 465-2980

Colorado
Wiley Lewis
Dept. of Vocational Education
Room 114, Vocational Building
Colorado State University
Ft. Collins, Colorado 80523
(303) 491-5273

Idaho
Donald Eshelby
State Division of
Vocational Education
650 West State Street
Boise, Idaho 83720
(208) 334-3871; TDWJ

Montana
Robert Ruthemeyer
Spec. for Research and Planning
Office of Public Instruction
1300 11th Avenue
Helena, Montana 59620
(406) 444-2410

North Dakota
Ron Mehrer
State Board for Vocational Ed
15th Floor, Capitol Tower
Bismark, North Dakota 58505
(701) 224-3195

Oregon
Wanda Monthey
State Dept. Education
700 Pringle Parkway, SE
Salem, Oregon 97310
(503) 378-2713

South Dakota
Larry Lyngstad
Curriculum Coordination
Division of Vocational Ed
Richard F. Kneip Building
Pierre, South Dakota 57501
(605) 773-3423

Utah
N. Craig Kennington
Program Improvement
Vocational Education Division
State Office of Education
250 East 500 South
Salt Lake City, Utah 84111
(801) 533-5371; T29U

Wyoming
Renae Humburg
State Director of Vocational
Education
Dept. of Education
Hathaway Building
Cheyenne, Wyoming 82002
(307) 777-7415; TD9A AVO6352

Washington
Walter S. Wong
Special Programs
Commission for Vocational
Education
Building 17, Airdustrial Park
Olympia, Washington 98504
(206) 753-5673, SCAN 234-5673

(NE) Northeast Curriculum Coordination Center
Martha Pocsi, Director
New Jersey Vocational Education Resource Center
Cambridge Park School
Crest Way
Aberdeen, New Jersey 07747
Telephone: (201) 290-1900

Connecticut
Fred Haddad
State Dept. of Education
P.O. Box 2219
165 Connecticut Avenue
Hartford, Connecticut 06145
(203) 566-7418

Maine
Maurice Parent
Bureau of Vocational Education
Dept. of Education, Station 23
Augusta, Maine 04333
(207) 289-3565

Massachusetts
John McDonagh
Division of Occupational Education
State Dept. of Education
1385 Hancock Street
Quincy, Massachusetts 02169
(617) 770-7380

New Hampshire
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Division of Instructional Services
State Dept. of Education
101 Pleasant Street
State Office Park, South
Concord, New Hampshire 03301
(603) 271-3186

New Jersey
Janet Black
Division of Vocational Education
State Dept. of Education
225 W. State Street
CN 500
Trenton, New Jersey 08625
(609) 292-5622

New York
Richard Jones
Occupational Education
Program Development
State Dept. of Education
Room 1623, One Commerce Plaza
Albany, New York 12234
(518) 474-4806

Puerto Rico
Nilda Miranda
Dept. of Education
Box 759
Hato Rey, Puerto Rico 00919
(809) 753-7275

Rhode Island
Jeanne Gardner
State Dept. of Education
22 Hayes Street
Providence, Rhode Island 02908
(401) 277-2705

Vermont
Arthur Ericson
Vocational-Technical Education
State Dept. of Education
State Office Building
Montpelier, Vermont 05602
(802) 828-3101

Virgin Islands
Irvin Sewer
State Dept. of Education
P. O. Box 6640
Charlotte Amalie,
Virgin Islands 00801
(809) 774-3046

(SE) Southeast Curriculum Coordination Center

Jim McCully, Director
Research and Curriculum Unit
Mississippi State University
P. O. Drawer DX
Mississippi State, Mississippi 39762
Telephone: (601) 325-2510

Alabama
Jim Kendrick
Vocational Curriculum Development Uni
Division of Instructional Services
State Office Building, Room 802
Montgomery, Alabama 36130
(205) 261-5225

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David McQuat
Vocational Division
State Dept. of Education
Knott Building
Tallahassee, Florida 32301
(904) 488-3192

Georgia
Patt Stonehouse
State Board of Postsecondary Vocationl
Education, Dept. of Education
660 S. Omni International
Atlanta, Georgia 30335
(404) 656-6714

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John Horton
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Office of Vocational Education
2024 Capital Plaza Tower
Frankfort, Kentucky 40601
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MARYLAND	Ms. Lucile Johnson, Specialist Prog. & Services., Spec. Needs Stud. Division of Voc-Tech Education Department of Education 200 West Baltimore Street Baltimore, MD 21201	(301) 659-2088
MASSACHUSETTS	Phyllis Lary, Director Bureau of Postsec. & Ad.Ed. Division of Occupational Education Mass. Department of Education 1385 Hancock Street Quincy, MA 02169	(617) 770-7387

BILINGUAL VOCATIONAL TRAINING PROGRAM
State Vocational Education Staff Contacts
(Continued)

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MICHIGAN	Dr. Sharif Shakrani Supervisor Bilingual Education Program Michigan Department of Education P.O. Box 30008 Lansing, MI 48909	(517) 373-3387
MINNESOTA	Jerry Guevara Minority-Bilingual Training and Supportive Services Capitol Square Bldg.--Room 533 550 Cedar Street St. Paul, MN 55101	(612) 296-5070
MISSISSIPPI	Mr. Morris Murray, State Supervisor Special Vocational Services for the Handicapped Bureau of Special Services State Department of Education P.O. Box 771 Jackson, MS 39205-0771	(601) 359-3197
MISSOURI	Daniel Omer Vocational Special Needs Specialist P.O. Box 480 Department of Education Jefferson City, MO 65102	(314) 751-1394
MONTANA	Mr. Gene Christiaansen Assistant Superintendent Department of Vocational Education Office of Public Instruction Helena, MT 59606	(406) 444-4213

BILINGUAL VOCATIONAL TRAINING PROGRAM
State Vocational Education Staff Contacts
(Continued)

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NEBRASKA	Mr. Steve A. Equall, Director Special Vocational Services Vocational Division Department of Ed., Box 94987 301 Centennial Mall South, 6 Floor Lincoln, NE 68509	(402) 471-2432
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NEW HAMPSHIRE	Mr. J. Patrick Decoteau Consultant for Disadvantaged Vocational-Technical Services Division of Instructional Services 105 Pleasant Street Concord, NH 03301	(603) 271-2452
NEW JERSEY	Linda Will, Ed. Prog. Specialist Division of Special Education State Department of Education CN 500 Trenton, NJ 08625	(609) 292-6573
NEW MEXICO	Mr. Phil Felix, Director Disadvantaged Projects Vocational Education State Department of Education Ed. Bldg., 300 Don Gasper Santa Fe, NM 87503	(505) 827-6646

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NORTH DAKOTA	Ms. Marcie Schutt Supervisor, Special Needs State Board for Voc. Ed. 15th Floor, Capitol Tower Bismarck, ND 58505	(701) 224-3178
OHIO	Mr. Richard A. Macer Assistant Director Special Needs Services Division of Voc. & Career Education State Dept. of Public Instruction Room 412, 65 South Front Street Columbus, OH 43215	(614) 466-4835
OKLAHOMA	Dr. Clyde Matthews State Supervisor Special Programs State Dept. of Voc-Tech Education 155 West Sixth Avenue Stillwater, OK 74074	(405) 377-2000 EX 219

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PUERTO RICO	Professor Etanisla Rivera Component of Special Voc. Sves. Voc-Tech. & High Skills Ed. Prog. Board for Vocational Education Department of Education, Box 759 Hato Rey, Puerto Rico 00919	(809) 753-9128
RHODE ISLAND	Ms. Jacqueline Harrington, Cons. Disadvantaged and LESA Bureau of Voc-Tech. Ed. State Department of Education 22 Hayes Street Providence, RI 02908	(401) 277-2691
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WYOMING	Mr. E. B. (Ike) Oleson, Cons. Occupational Special Needs Prog. State Board for Voc. Ed. State Department of Education Hathaway Building Cheyenne, WY 82002	(307) 777-6240

FEDERALLY FUNDED

BILINGUAL VOCATIONAL TRAINING PROGRAMS

Arizona Department of Education

Title: Bilingual Vocational Training Program

Language groups served: Spanish, Vietnamese, Chinese

Occupational areas: Data entry, quick service mechanics, home health aide, and arc welding

Length of training: 16 weeks

Number of cycles: 2+

Weekly hours of vocational training: 10-12

Weekly hours of ESL training: 8-10

Weekly hours of job counseling: 1 1/2

Grant award amount: $214,274

Number of trainees: 70

Approximate cost per trainee: $3,061

Coordinating agencies: Maricopa Technical Community College, Arizona Department of Economic Security, Arizona Department of Education

Additional funding sources: P.L. 98-524 LEP formula money, Wagner Payser/Job Service, and student fund-raising activities

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Project Director: Gail Shay

Address: 108 North 40th Street
Phoenix, Arizona 85034

Phone: (602) 267-4497

Project runs until July 31, 1987

G0084 02118

Asians for Job Opportunities in Berkeley, Inc. -- AJOB

Adelante, Inc.

Title: The Bilingual Vocational Education Program for Asians and Spanish Speakers

Language groups served: Spanish, Chinese, Japanese, Korean, Vietnamese, Cambodian, Laotian, Hindi, Filipino, Pakastani, and other Asian languages

Occupational areas: Clerical and word processing
General labor

	clerical	labor
Length of training:	6 months	4 months
Number of training cycles:	3	4
Weekly hours of vocational training:	24	16
Weekly hours of ESL training:	20	20
Weekly hours of job counseling:	1	1

Grant award amount: $375,208

Number of trainees: 180 (during 18 month period)

Approximate cost per trainee: $2,757

Stipends: $30 per month for transportation

Additional funding sources: Community Development block grant, Community Services block grant

AJOB

Project Director:
Tony Leong, Jr.

Address: 1222 University Ave.
Berkeley, CA 94702

Phone: (415) 548-6700

Adelante

Project Director:
Armando Segura

Address: 2198 6th St.
Berkeley, CA 94710

Phone: (415) 549-0232

Project runs until June 14, 1987

G0086 20010

Charity Cultural Services Center

Title: Chinese Cooking Class and Bartending/Waiting Class

Language group served: Chinese

Occupational areas: Chinese cooking
Bartending/waiting

	cooking	bartending
Length of training:	22 weeks	7 weeks
Number of cycles:	3	5
Weekly hours of vocational training:	20	10
Weekly hours of ESL training:	5	5
Hours of job counseling:	11	3.5

Grant award amount: $270,947

Number of trainees: 180 (during 18 month period)

Approximate cost per trainee: $1,535.

Stipends: $3.35 per hour for class time

Coordinating agency: Chinese Consolidated Benevolent Association

Additional funding sources: Mayor's Office of Community Development - CDBG, San Francisco Foundation, Tamarack Foundation, S.H. Cowell Foundation, fundraisers

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Project Director: Mrs. Iris Wang (Nancy Lee, acting)

Address: 827 Stockton Street
San Francisco, CA 94108

Phone: (415) 989-8224

Project runs until August 31, 1987

G0086 20038

Chinatown Resources Development Center (CRDC)

Title: Bilingual Vocational Training

Language group served: Chinese

Occupational areas: Banking/finance
General clerical

Length of training: 19 weeks

Number of training cycles: 4

Weekly hours of vocational training: 25

Weekly hours of ESL training: 15

Weekly hours of job counseling: 2

Grant award amount: $252,833

Number of trainees: 120 (during 18 month period)

Approximate cost per trainee: $3,160

Additional funding sources: IBM, Bank of America, in-kind contributions

Unique aspect of the project: CDRC has a Partnership Advisory Council which is comprised of 30+ corporate executives who meet with CDRC's staff once a month to provide technical assistance and help expand employment prospects of CDRC's trainees.

Project Director: Lynn Hung

Address: 655 Geary Street
San Francisco, CA 94102

Phone: (415) 775-8880

Project runs until June 30, 1987

G0086 20009

Elk Grove Unified School District

Title: Sacramento County Bilingual Vocational Training Program

Language groups served: Vietnamese, Cantonese

Occupational areas: General machinist
Electronics training
Property management/building maintenance

Length of training: 20 - 30 weeks

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Grant award amount: $177,727

Number of trainees: 100 (during 12 month period)

Approximate cost per trainee: $1,777

Stipends: $20 per month for incentive

Coordinating agencies: Sacramento Employment and Training Agency and Catholic Social Services Organization

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Project Director: LaVina "Dusty" Ward

Address: 8820 Elk Grove Boulevard
Elk Grove, CA 95624

Phone: (916) 686-7712

Project runs until February 28, 1987

G0086 20037

Peralta Community College - Edith M. Austin Skills Center

Title: BVT in Culinary Arts and Home Health Aide for the LEP Spanish Speaker

Language group served: Spanish

Occupational areas: Culinary arts
Home health aide/nursing assistant

Length of training: Culinary arts - 36 weeks
Home health aide - 18 weeks

Number of training cycles: Varied due to open entry/open exit

Weekly hours of vocational training: 15 (average)

Weekly hours of ESL training: 15 (average)

Total hours of job counseling: 45

Grant award amount: $287,472

Number of trainees: 100 (during 18 month period)

Approximate cost per trainee: $2,890

Stipends: $2.50 per day for transportation

Additional funding sources: JTPA, District funds, State Chancellor's office, private industry

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Project Director: Richard Duran

Address: 333 East Eighth Street
Oakland, CA 94606

Phone: (415) 658-7356

Project runs until August 31, 1987

G0086 20036

Metropolitan State College

Title: Bilingual Vocational English Training

Language groups served: Multilingual with emphasis on Indochinese

Occupational areas: Light manufacturing, clerical

	Manufacturing	Clerical
Length of training:	8 weeks	20 weeks
Number of training cycles:	4	2

Weekly hours of vocational training: 15

Weekly hours of ESL training: 10

Hours of job counseling: 30

Grant award amount: $344,000

Number of trainees: 85

Approximate cost per trainee: $1,720

Project Director: Carol Svendsen

Address: 190 East 9th Avenue #235
Denver, Colorado 80203

Phone: (303) 832-0941

Project runs through December 31, 1986

G0081 01139

New Opportunities for Waterbury, Inc. -- NOW

Title: Bilingual Vocational Training Program

Language group served: Spanish

Occupational areas: Clerical, Security Guard, Nurse's Aide, Food Service, Emergency Medical Technician

Length of training: Clerical, EMT, Security Guard, Nurse's Aide - 16 weeks; Food Service - 20 weeks

Number of training cycles: 5

Weekly hours of vocational training: 13

Weekly hours of ESL training: 8

Weekly hours of job counseling: 3

Weekly hours of related education: 3

Grant award amount: $153,526

Number of trainees: 76

Approximate cost per trainee: $1,198.24

Coordinating agencies: Spanish Action Council, Kaynor Tech. Vocational School, State Department of Vocational Education

Additional funding sources: State of Connecticut - Department of Vocational Education

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Project Director: Elida Santana

Address: 232 North Elm Street
Waterbury, Connecticut 06702

Phone: (203) 575-9799

Project runs until August 31, 1987

G0086 20032

Oakton Community College

Title: Project Best: Building Energy Systems Training

Language groups served: Spanish and Polish (Second language subject to change with new cycle)

Occupational area: Air conditioning and heating services

Length of training: 15 weeks

Number of training cycles: 3

Weekly hours of vocational training: 15

Weekly hours of ESL: 15

Grant award amount: $ 164,757

Number of trainees: 60 (during 18 month period)

Approximate cost per trainee: $2,745

Coordinating agencies: Oakton Community College, MONNACEP Program

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Project Director: David Pankratz

Address: 1600 East Golf Road
Des Plaines, Illinois 60016

Phone: (312) 635-1808

Project runs until August, 1987

G0086 20007

St. Augustine College

Title: Project Access

Language group served: Spanish

Occupational areas: Restaurant cook and nursing assistant

	Cook	Nurse
Length of training:	32 weeks	13 weeks
Number of training cycles:	1	2
Weekly hours of vocational training:	20 1/2	13
Weekly hours of ESL training:	7 1/2	5 1/2
Clinical experience:	--	2 weeks
Hours of job counseling:	90	24

Grant award amount: $149,815

Number of trainees: 75

Approximate cost per trainee: $2,000

Stipends: $46 per month for transportation

Coordinating agencies: Truman College is providing the nursing assistant training.

Project Director: Carmen Dominguez

Address: 1333 West Argyle
Chicago, Illinois 60640

Phone: (312) 829-1617

Project runs until August 15, 1987

G0084 02149

Crownpoint Institute of Technology

Title: Bilingual Vocational Education Training

Language group served: Navaho

Occupational areas: Carpentry and Culinary Arts

Length of training: 11 months

Number of training cycles: 1 1/2

Weekly hours of vocational training: 30 hours

Weekly hours of ESL: 6 hours

Hours of job counseling: 4 hours

Grant award amount: $203,805

Number of trainees: 45

Approximate cost per trainee: $4,529

Coordinating agency: JTPA

Project Director: Gloria Arviso

Address: P.O. Drawer K
Crownpoint, New Mexico 87313

Phone: (505) 786-5851

Project runs until August 31, 1987

G0086 20033

China Institute in America

Title: Bilingual Vocational Training Program for Chinese Chefs

Language group served: Chinese

Occupational area: Chinese cooking

Length of training: 20 weeks

Number of training cycles: 2 per year

Weekly hours of vocational training: 23

Weekly hours of ESL training: 14

Hours of job counseling: 5

On-the-job training: 7 weeks, 50 hours per week

Grant award amount: $398,349

Number of trainees: 60 (during 18 month period)

Approximate cost per trainee: $6,600

Stipends: $3.35 per hour

Coordinating agencies: More than 20 Chinese restaurants participate by providing the site for on-the-job training and by supervising the trainee during the last 7 weeks of the training cycle.

Project Director: Ms. Sara Su Ma

Address: 125 E. 65th Street
New York, NY 10021

Phone: (212) 744-8181

Project runs until June 30, 1987

G0086 20005

Chinatown Manpower Project, Inc.

Title: Chinese/English Bilingual Vocational Training Program

Language group served: Chinese

Occupational area: Clerical, data-entry, and automated bookkeeping

Length of training: 24 weeks

Number of training cycles: 3 during 18 months

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Weekly hours of job counseling: 5

Grant award amount: $369,943

Number of trainees: 120 (during 18 months)

Approximate cost per trainee: $2,740

Stipends: $15 per week for transportation

Additional funding sources: IBM and other private industries support in providing training equipment, staff development workshops, and monetary contributions.

Project Director: Ms. Nora Wong, Executive Director

Address: 70 Mulberry Street
New York, NY 10013

Phone: (212) 964-7719

Project runs until February 29, 1988

G0081 00858

HACER, Inc.

Title: Bilingual Microcomputer Business Skills Course

Language group served: Spanish

Occupational area: Computer-related clerical

Length of training: 19 weeks

Number of training cycles: 2

Weekly hours of vocational training: 5

Weekly hours of ESL training: 7

Hours of job counseling: 2

Grant award amount: $167,266

Number of trainees: 60

Approximate cost per trainee: $2,787

Project Director: Jesus Castro

Address: 611 Broadway, Room 812
New York, New York 10012

Phone: (202) 254-1444

Project runs until January 30, 1987

G0086 20006

New York Association for New Americans, Inc.

Title: Bilingual Vocational Drafting Program

Language group served: Russian

Occupational area: Drafting

Length of training: 30 weeks

Number of training cycles: 3 per 18 months

Weekly hours of vocational training: 3-9

Weekly hours of ESL training: 3-9

Hours of job counseling: 30

Grant award amount: $211,705

Number of trainees: 60 (during 18 month period)

Approximate cost per trainee: $3,528

Coordinating agencies: The Cooper Union for the Advancement of Science and Art

---

Project Director: Barbara Miller

Address: 225 Park Avenue South
New York, NY 10003

Phone: (212) 674-7400

Project runs until October 31, 1987
G0086 20034

Community College of Rhode Island

Title: Bilingual Learning and Employment Training (Billet)

Language group served: Spanish

Occupational areas: Dental Aide/Interpreter, Electro-Mechanical Repair Technician, Geriatric Nursing Assistant, Machine Operator, Marine Technician, Word Processor/Data Entry

Length of Training: 25 - 30 weeks

Number of training cycles: 1

Weekly hours of vocational training: 12 - 18

Weekly hours of ESL training: 6

Hours of job counseling: 6

Grant award amount: $208,994

Number of trainees: 100 (during 18 month period)

Approximate cost per trainee: $2,322

Coordinating agencies: Rhode Island College, Area vocational schools, local hospitals and businesses

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Project Director: Richard Tessier

Address: 1762 Lousquisset Pike
Lincoln, Rhode Island 02865-4585

Phone: (401) 333-7070

Project runs until August 31, 1987

G0086 20031

Houston Community College System

Title: Bilingual Vocational Program for Electricians

Language group served: Spanish

Occupational area: Industrial electricity

Lengtn of training: 32 weeks

Number of training cycles: 3 per year

Weekly hours of vocational training: 15

Weekly hours of ESL training: 10

Weekly hours of job counseling: 5

Grant award amount: $156,870

Number of trainees: 135

Approximate cost per trainee: $1,162

Coordinating agencies: Bilingual Vocational Program for Air Conditioning Technicians at Houston Community College

Additional funding sources: Houston Community College, Electrical Industry, Sid Wolfenson Electrical Contractors, INC.

Project Director: Daniel Munguia

Address: 3020 Crawford Street
Houston, Texas 77004

Phone: (713) 630-7256

Project runs until June 30, 1987

G0084 02150

Utah Technical College at Salt Lake - Salt Lake Skills Center

Title: Bilingual Computer Operating Personnel

Language groups served: Spanish and Vietnamese

Occupational area: Computer operations/Accounting-Clerical/ Data entry

Length of training: 24 weeks

Length of internship after training: 8-12 weeks

Number of training cycles: 2

Weekly hours of vocational training: 25-27

Weekly hours of ESL training: 5-10

Hours of job counseling: 5-7 per week as needed

Grant award amount: $150,444

Number of trainees: 30

Approximate cost per trainee: $5,015

Coordinating agencies: Asian Association, SOCIO, S.L. County Refugee Coordinating Council

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Project Director: Marian Noble

Address: 1040 West 700 South
Salt Lake City, Utah 84104

Phone: (801) 328-5528

Project runs until July 1, 1987

G0086 20011

Arlington County Public Schools

Title: Arlington County BVT Project

Language groups served: Vietnamese and Spanish

Occupational areas: Building trades, clerical, food service, printing trades

Length of training: 21 - 32 weeks

Number of training cycles: 3

Weekly hours of vocational training: 15

Weekly hours of ESL training: 15

Hours of job counseling: 32

Grant award amount: $256,205

Number of trainees: 80

Approximate cost per trainee: $3,281

Stipends: For transportation, only as needed

Additional funding sources: JTPA, TA, CD (HUD), tuitions, County funding, Public School in-kind contributions

---

Project Director: Ruth Petkoff

Address: Employment Training Center
816 S. Walter Reed Drive
Arlington, Virginia 22204

Phone: (703) 486-2777

Project runs until October 31, 1987

G0086 20035

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Interim Director
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and Training
301 West Pearl Street
Jackson, Mississippi 39203-3089
Telephone: 601-949-2234

MISSOURI

Governor John Ashcroft

Mr. Michael Hartmann
Director
Division of Job Development
and Training
221 Metro Drive
Jefferson City, Missouri 65101
Telephone: 314-751-4750

MONTANA

Governor Ted Schwinden

Ms. Sue Mohr
Administrator
Employment Policy Division
P. O. Box 1728
Helena, Montana 59624
Telephone: 406-444-4500

NEBRASKA

Governor Kay A. Orr

Mr. Joseph P. Foster
Deputy Commissioner of
Labor-Programs
P. O. Box 94600
Lincoln, Nebraska 68509-4600
Telephone: 402-475-8451

NEVADA

Governor Richard H. Bryan

Ms. Barbara Weinberg
Executive Director
State Job Training Office
Capitol Complex
400 West King
Carson City, Nevada 89710
Telephone: 702-885-4310

NEW HAMPSHIRE

Governor John H. Sununu

Mr. Marshall Cobleigh
Executive Director
New Hampshire Job Training
Coordinating Council
913 Elm Street, Room 610
Manchester, New Hampshire 03101
Telephone: 603-627-4456

NEW JERSEY

Governor Thomas H. Kean

Mr. Charles Serraino
Commissioner
State of New Jersey
Department of Labor
Trenton, New Jersey 08625
Telephone: 609-292-2323

NEW MEXICO

Governor Garrey E. Carruthers

Mrs. Imogene Lindsey
Secretary
Employment Security Department
of New Mexico
401 Broadway, N. E.
Albuquerque, New Mexico 87103
Telephone: 505-841-8408

NEW YORK

Governor Mario M. Cuomo

Ms. Lillian Roberts
Commissioner
New York State Department of Labor
Building 12
State Office Building Campus
Albany, New York 12240
Telephone: 518-457-2741

NORTH CAROLINA:

Governor James G. Martin

Mr. S. Thomas Rhodes
Secretary
Department of Natural Resources
and Community Development
Post Office Box 27687
512 North Salisbury Street
Raleigh, North Carolina 27611-7687
Telephone: 919-733-4984

cc: Mr. James Lewis Ross, II
Director
Division of Employment and Training
P. O. Box 27687
Raleigh, North Carolina 27611

NORTH DAKOTA

Governor George Sinner

Mr. Michael Deisz
Executive Director
Job Service North Dakota
1000 East Divide
Box 1537
Bismarck, North Dakota 58501
Telephone: 701-224-2836

OHIO

Governor Richard F. Celeste

Ms. Joan Hammond
Deputy Administrator
Ohio Bureau of Employment
Services
145 South Front Street
Columbus, Ohio 43216
Telephone: 614-466-3817

OKLAHOMA

Governor Henry Bellmon

Ms. Connie Irby
Assistant Director
Oklahoma Department of Commerce
6601 Broadway Extension
Suite 200
Oklahoma City, Oklahoma 73116
Telephone: 405-528-8200

OREGON

Governor Neil Goldschmidt

Mr. Robert L. Montgomery
Administrator, Executive Department
Intergovernmental Relations Division
155 Cottage Street. N. E.
Salem, Oregon 97310
Telephone: 503-378-2887

PENNSYLVANIA

Governor Robert P. Casey

Mr. Michael J. Acker
Deputy Secretary for Labor
Department of Labor and Industry
Room 1700
Labor and Industry Building
Harrisburg, Pennsylvania 17120
Telephone: 717-783-8944

RHODE ISLAND

Governor Edward D. DiPrete

Mr. J. Michael Levesque
State JTPA Liaison
555 Valley Street
Providence, Rhode Island 02908
Telephone: 401-277-3930

SOUTH CAROLINA

Governor Carroll A. Campbell, Jr.

Dr. James R. Morris, Jr.
Executive Director
State Board for Technical
and Comprehensive Education
111 Executive Center Drive
Columbia, South Carolina 29210
Telephone: 803-737-9323

SOUTH DAKOTA

Governor George S. Mickelson

Ms. Julie M. Johnson
Secretary of South Dakota
Department of Labor
700 North Illinois Avenue
Kneip Building
Pierre, South Dakota 57501-2277
Telephone: 1-605-773-3101

TENNESSEE

Governor Ned R. McWherter

Mr. Francis Guess
Commissioner of Labor
Union Building, Suite A
Nashville, Tennessee 37219
Telephone: 615-741-2582

TEXAS

Governor William P. Clements, Jr.

Mr. Bob D. Williams
Acting Executive Director
Texas Department of Community Affairs
P. O. Box 13166
Capitol Station
8317 Cross Park Drive
Austin, Texas 78711-3166
Telephone: 512-834-6012
Toll Free Number: 1-800-252-9642

cc: Mr. Robert McPherson
Deputy Executive Assistant for Programs
Office of the Governor
Post Office Box 12428
Capitol Station
Austin, Texas 78711
Telephone: 512-463-1812

UTAH

Governor Norman H. Bangerter

Mr. Jerry Bond
Director, Office of Job Training
Department of Community and Economic Development
6136 State Office Building
Salt Lake City, Utah 84114
Telephone: 801-533-5396

VERMONT

Governor Madeleine M. Kunin

Mr. Ted Buck
Director, Job Training Office
Department of Employment and Training
Post Office Box 488
Montpelier, Vermont 05602
Telephone: 802-229-0311, ext. 151

VIRGINIA

Governor Gerald L. Baliles

Dr. James E. Price
Executive Director
Governor's Employment and
Training Department
Post Office Box 12083
Richmond, Virginia 23241
Telephone: 804-786-5695

WASHINGTON

Governor W. Booth Gardner

Mr. Ernest F. La Palm
Deputy Commissioner
Washington State Employment
Security Department
212 Maple Park
Olympia, Washington 98504
Telephone: 206-753-5127

WEST VIRGINIA

Governor Arch A. Moore, Jr.

Mrs. Regina S. Lipscomb
Director, Employment and Training
Division, Governor's Office of
Community and Industrial Development
5790-A MacCorkle Avenue, S. E.
Charleston, West Virginia 25304
Telephone: 304-348-5920

WISCONSIN

Governor Tommy Thompson

Ms. Ellen Saunders
Executive Director, Governor's
Employment and Training Office
Post Office Box 7972
Madison, Wisconsin 53707
Telephone: 608-266-2439

WYOMING

Governor Michael Sullivan

Mr. Frank Galeotos
Director
Office of Manpower Planning
821 West Pershing Boulevard
Cheyenne, Wyoming 82002
Telephone: 307-777-7671

AMERICAN SAMOA

Governor A. P. Lutali

Ms. Adele Fritz
Director
Office of Manpower Resources
Government of American Samoa
Pago Pago, American Samoa 96799
Telephone: 9-011-684-633-5175

DISTRICT OF COLUMBIA

Mayor Marion Barry, Jr.

Mr. Floyd Goff
Acting Director, D. C. Department
of Employment Services
500 C Street, N. W., Room 600
Washington, D. C. 20001
Telephone: 202-639-1000

GUAM

Governor Joseph Ada

Mr. Jose A. Crisostomo
Director, Agency for Human
Resources Development
Government of Guam
Post Office Box CP
Agana, Guam 96910
Telephone: 9-011-671-477-9951

PUERTO RICO

Governor Rafael Hernandez Colon

Mr. Norberto Vivaa-Perez
Executive Director
Puerto Rico Economic
Opportunity Office
La Fortaleza
San Juan, Puerto Rico 00901
Telephone: 809-721-2388

TRUST TERRITORY

High Commissioner
Janet J. McCoy

Mr. Joe Asanuma
Acting Director
Headquarters JTPA Office
Trust Territory of the
Pacific Islands
Saipan, Mariana Islands 96950

VIRGIN ISLANDS

Governor Alexander Farreley

Mr. Jean D. Larsen
Assistant Commissioner of Labor
Post Office Box 890
Christiansted
St. Croix, Virgin Islands 00802
Telephone: 809-773-1994

NORTHERN MARIANAS

Governor Pedro P. Tenorio

Mr. Ben Guerrero
Chief, JTPA Programs
Commonwealth of the Northern
Mariana Islands
Office of the Executive Director
Civic Center
Saipan, Mariana Islands 96950

Directory of TESOL Interest Section and Committee Officers 1986-87

(Addresses are in the U.S.A. unless otherwise indicated.)

APPLIED LINGUISTICS

Chair: Paula Schlusberg, 105 Standish Drive, Syracuse, New York 13224. Telephone: (315) 446-6872

Associate Chair: Kenneth Levinson, Queens College, Department of Linguistics, Flushing, New York 11367

COMPUTER ASSISTED LANGUAGE LEARNING

Chair: Macey B. Taylor, 2845 East Malvern, Tucson, Arizona 85716. Telephone: (602) 326-7265

Associate Chair: Peter Lee, Box 413, Department of Linguistics, University of Wisconsin in Milwaukee, Milwaukee, Wisconsin 53201. Telephone: (414) 963-6180

ENGLISH FOR FOREIGN STUDENTS IN ENGLISH-SPEAKING COUNTRIES

Chair: Vicki Bergman, ESL Program, University Extension, University of California, Irvine, P.O. Box AZ, Irvine, California 92716. Telephone: (714) 856-5681

Associate Chair: Mary Killeen Comstock, ELS Language Center, c/o Holy Names College, 3510 Mountain Boulevard, Oakland, California 94619. Telephone: (415) 531-5178

ESL IN ADULT EDUCATION

Chair: Andreas J. Martin, 571 Van Duzer Street, Staten Island, New York 10304. Telephone: (212) 679-7300, ext. 260

Associate Chair: Joyce W. Namde, Eastside Center, 40 North Swan, #10, Tucson, Arizona 85711. Telephone: (602) 881-5520

ESL IN BILINGUAL EDUCATION

Chair: Anncy Villarreal de Adler, 109 Eighth Avenue, Brooklyn, New York 11215. Telephone: (718) 647-1113

Associate Chair: Ida Carillo, 3817 Wellsley N.E., Albuquerque, New Mexico 87107. Telephone: (505) 277-5706

ESL IN HIGHER EDUCATION

Chair: Nancy Strickland, International Student Services, Box 619, University of Texas in El Paso, El Paso, Texas 79968. Telephone: (915) 747-5684

Associate Chair: Bob Oprandy, Box 66, Teachers College, Columbia University, New York, New York 10027. Telephone: (212) 678-3996 or 3799

ESL IN SECONDARY SCHOOLS

Chair: Helene Becker, 150-3 Dreiser Loop, Bronx, New York 10475

Associate Chair: Florence Decker, 9804 Goby, El Paso, Texas 79924. Telephone: (312) 757-2108

ESOL IN ELEMENTARY EDUCATION

Chair: Sarah Hudelson, 1411 Cadiz Avenue, Coral Gables, Florida 33134. Telephone: (305) 446-2302

Associate Chair: Mary F. Potocki, 18 King Arthur Court, #6, Northlake, Illinois 60164. Telephone: (312) 235-4355

PROGRAM ADMINISTRATION

Chair: Rosalie Porter, Newton Public Schools, 100 Walnut Street, Newtonville, Massachusetts 02160. Telephone: (617) 552-7618

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REFUGEE CONCERNS

Chair: Cao Anh Quan, University of Miami Lau Center, 3220 Baldwin Drive West, Tallahassee, Florida 32308. Telephone: (904) 893-6890

Associate Chair: Suzanne M. Griffin, Adult Refugee Project, Office of Superintendent of Public Instruction, FG-11 Old Capitol Building, Olympia, Washington 98504. Telephone: (206) 586-2263

RESEARCH

Chair: Craig Chaudron, Department of ESL, University of Hawaii, Manoa Campus, 1890 East-West Road, Honolulu, Hawaii 96822. Telephone: (808) 948-8814

Associate Chair: Charlene Sato, Department of ESL, University of Hawaii, Manoa, Honolulu, Hawaii 96822. Telephone: (808) 948-8815

STANDARD ENGLISH AS A SECOND DIALECT

Chair: Kay Payne, Department of Communication, Arts and Sciences, Howard University, Washington, D.C. 20059. Telephone: (202) 636-6711

Associate Chair: Donald Wilson, Faculty of Education, University of the West Indies, Kingston 7, Jamaica. Telephone: 92-70755

TEACHER EDUCATION

Chair: Donald Freeman, MAT Program, School for International Training, Brattleboro, Vermont 05301. Telephone: (802) 257-7751, ext. 261

Associate Chair: Sergio Gaitán, 1230 Amsterdam Avenue, Apt. 901, New York, New York 10027. Telephone: (212) 678-3799

TEACHING ENGLISH INTERNATIONALLY

Chair: Greg Laroque, 5 Elm Street, Ottawa, Ontario, Canada K1R 6N9. Telephone: (613) 237-7337

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Committee Chairs 1986-87

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Diane Larsen-Freeman, School for International Training, Experiment in International Living, Brattleboro, Vermont 05301. Telephone: (802) 257-7751, ext. 266

RULES AND REGULATIONS

Rick Jenks, 406 Audubon Drive, Tallahassee, Florida 32312. Telephone: (904) 893-3994

SOCIOPOLITICAL CONCERNS

Terry Dale, 2727 29th Street, N.W., Washington, D.C. 20008. Telephone: (202) 429-9292

ATESL CALL FOR CONFERENCE PAPERS

The Association of Teachers of English as a Second Language (ATESL) invites persons wishing to present papers or workshops at the 1987 NAFSA Conference (May 25-30, Long Beach) to submit abstracts. All presentations should relate to the teaching of English as a second language.

Papers should be limited to 30 minutes, *including discussion*. Workshops, including demonstrations and audience participation, should be 45 minutes or 1 1/2 hours in length and should be directed to practical aspects of ESL teaching. Please indicate the type of abstract and the time preferred on the abstract.

By September 10, 1986, send the following to Fred Strache, NAFSA '87, Associate Dean of Students, USUA 117-California State University, Northridge, 18111 Nordhoff Street, Northridge, California 91330, U.S.A.:

> 1) four copies of a 200-word typewritten abstract with an accurate, descriptive title (one copy with your name on it, three copies without your name); 2) a page with your complete name, title, address, affiliation, and telephone number. Include on this page a 25-50 word summary of your presentation that will appear in the ATESL description of papers and indicate type of audio-visual equipment needed.

Notification regarding the acceptance of proposals will be made by January 1, 1987.

CROSS CURRENTS CALLS FOR MANUSCRIPTS

Cross Currents is a biannual journal of language teaching and cross-cultural communication published by the Language Institute of Japan (LIOJ). The current issue (volume XII, No. 2) includes articles by Moira Chimombo (A Language-and Learning Framework for a Theory of Language Teaching), Kathleen Kitao (Using Authentic Video Materials in the Language Classroom), Ellen Dussourd (An American Teacher in Kiev: Impressions of English Education in the U.S.S.R.), Thomas Tinkham (What am I doing? Mistaking!), and John Crow (The Operator in the English Verb System). Manuscripts are currently being solicited for future issues. Please address all correspondence to: *Cross Currents*, Language Institute of Japan, 4-14-1 Shiroyama, Odawara, Kanagawa 250, Japan. For subscription information within the U.S. write to: *Cross Currents*, Alemany Press, 2501 Industrial Parkway West, Hayward, California 94545. Telephone: (800) 227-2375.

Directory of TESOL Affiliates 1986-87

(Addresses are in the U.S.A. unless otherwise indicated.)

Note: The year after each Affiliate's name indicates the year in which it joined TESOL. Conference indicates the usual time of year (or actual month/year) that the annual conference is held.

AMTESOL

Alabama-Mississippi TESOL (1982)
President (to 4/87): Audrey Blackwell, English Language Institute, Box 5065, University of Southern Mississippi, Hattiesburg, Mississippi 39406. Telephone: (601) 268-4337
Conference: April 1987 *Membership:* 25
NL: AMTESOL Newsletter, Kathy Basselus, editor

AKABE

Alaska Association for Bilingual Education (1980)
President (to 2/87): Alice Taff, H.C.R. 901, Anchor Point, Alaska 99556. Telephone: (907) 235-8972
Conference: Winter *Membership:* 70
NL: AKABE Newsletter, Vicki Ross, editor

AZ-TESOL

Arizona TESOL (1971)
President (to 5/87): Irene Frklich, 1005 South Toltec, Mesa, Arizona 85204. Telephone: (602) 898-7880
Conference: Spring *Membership:* 250
NL: AZ-TESOL Newsletter, Fredricka Stoller, editor

ARK-TESOL

Arkansas TESOL (1980)
President (to 4/87): Craig Wilson, 9711 Painter Drive, Ft. Smith, Arkansas 72903. Telephone: (501) 785-0432
Conference: Fall *Membership:* 45
NL: ARK-TESOL Post, Rebecca Haden and Gloria Williams, co-editors

BATESOL

Baltimore Area TESOL (1981)
President (to 5/87): Ann Beusch, 9056-F Town and Country Boulevard, Ellicott City, Maryland 21093. Telephone: (301) 461-1728
Conference: Fall *Membership:* 110
NL: BATESOL Newsletter, Kenna Saleh, editor

B.C.T.E.A.L.

Association of British Columbia Teachers of English as an Additional Language (1974)
President (to 3/87): Ernest Hall, P.O. Box 82344, Burnaby, British Columbia, Canada V5C 5P8. Telephone: (604) 294-8325
Conference: Spring *Membership:* 450
NL: TESL Newsletter, Klara Macskasy, editor

CATESOL

California TESOL (1970)
President (to 4/87): Rita Wong, American Language Institute, San Francisco State University, San Francisco, California 94132. Telephone: (415) 469-2150
Conference: Spring *Membership:* 2400
NL: CATESOL News, Denise Mahon, editor

Carolina TESOL

Carolina TESOL (North and South Carolina) (1978)
President (to 11/87): Ahad Shahbaz, Inter-Link, Guilford College, Greensboro, North Carolina 27410. Telephone: (919) 292-5511
Conference: Fall *Membership:* 80
NL: Carolina TESOL Newsletter, Carol Mundt, editor

ASOCOPI

Asociacion Colombia de Profesores de Ingles (1980)
President (to 10/86): Jeronimo Gil O., Paraiso, Manzana B. No. 11, Tunja, Boyaca, Colombia. Telephone: 4718
Conference: Fall *Membership:* 130
NL: ASOCOPI Newsletter, Ramiro Reyes R., editor

CoTESOL

Colorado TESOL (1978)
President (to 11/86): Connie Shoemaker, Holly Ridge Center, 3301 South Monaco Boulevard, Denver, Colorado 80222. Telephone: (303) 797-0100
Conference: Fall *Membership:* 290
NL: CoTESOL Newsletter, Jeanne Hind, editor

Conn TESOL

Connecticut TESOL (1971)
President (to 5/87): Andrea Osborne, 11 Danforth Lane, West Hartford, Connecticut 06110. Telephone: (203) 827-7231
Conference: Spring *Membership:* 250
NL: Conn TESOL Newsletter, Diane Cohen, editor

DATE

Dominican Association of Teachers of English (1974)
President (to 6/86): Ellen Perez, Apartado de Correos 821, Santo Domingo, Dominican Republic. Telephone: (809) 582-1247/6601
Conference: Spring *Membership:* 130
NL: DATE Line, Ellen Perez, editor

Fla TESOL

Florida TESOL (1970)
President (to 11/86): Madeleine Rodriguez, P.O. Box 248065, University of Miami, School of Education, Coral Gables, Florida 33124. Telephone: (305) 940-5522
Conference: Fall *Membership:* 100
NL: Florida TESOL Newsletter, John Roberts, editor

TESOL France

TESOL France (1981)
President (acting to 9/86): John Davidson, E.N.S.T. (B430), 46 rue Barrault, 75013 Paris, France. Telephone: 45-81-75-30
Conference: Spring *Membership:* 250
NL: TESOL France News, (rotating editor)

G-TESOL

Georgia TESOL (1980)
President (to 10/86): Scott Enright, 2559 Ridgewood Road, NW, Atlanta, Georgia 30318. Telephone: (404) 658-2584
Conference: Fall *Membership:* 185
NL: Georgia TESOL Newsletter, Alice Maclin, editor

TESOL Greece

TESOL Greece (1980)
President (to 4/86): Susan Jones, 31 Stilponos Street, 116 36 Athens, Greece. Telephone: 3606-849/418
Conference: Spring *Membership:* 720
NL: TESOL Greece Newsletter, Rhona Hedges, editor

GULF TESOL

Gulf Area TESOL (1975)
President (to 5/87): Edwina Hoffman, BESES Center, Florida International University, Tamiami Campus, Miami, Florida 33199. Telephone: (305) 554-2962
Conference: Winter *Membership:* 280
NL: Gulf TESOL Newsletter, R. Alford and M. Hamsik, co-editors

HAITESOL

Haiti TESOL (1985)
President (to 8/87): Liliane Hogarth, c/o Haitian-American Institute, Angle rue Capois et rue St. Cyr, Port-au-Prince, Haiti. Telephone: 2-3715 or 2-2947
Conference: Summer *Membership:* 75
NL: Krik Krak, Elizabeth Asbury, editor

HCTE

Hawaii Council for Teachers of English (1973)
President (to 11/86): Diana DeLuca, 45-720 Keaahala Road, Kaneohe, Hawaii 96734. Telephone: (808) 235-7424
Conference: Fall *Membership:* 245
NL: HCTE Leaflet, Kay Porter, editor

Illinois TESOL/BE

Illinois TESOL/Bilingual Education (1970)
President (to 6/87): Mary Ann Boyd, University High School, Illinois State University, Normal, Illinois 61761. Telephone: (309) 438-5691
Conference: Spring *Membership:* 650
NL: Illinois TESOL/BE Newsletter, Teddy Bofman, editor

INTESOL

Indiana TESOL (1979)
President (to 1/87): Timmie Steinbruegge, Indiana Adult Education Resource Center, 1500 East Michigan Street, Indianapolis, Indiana 46201. Telephone: (317) 266-4850
Conference: Fall *Membership:* 105
NL: TESOLIN', Richard Bier, editor

I-TESOL

Intermountain TESOL (1973)
President (to 10/86): Judy Cohen, 783 Eighth Avenue, Salt Lake City, Utah 84103. Telephone: (801) 531-6100
Conference: Fall *Membership:* 175
NL: I-TESOL News, Lee Rawleay, editor

ISRA TESOL

Israel TESOL (1980)
President (to 12/88): Esther Lucas, Sharett Building, Room 246, Tel Aviv University, Ramat Aviv, Tel Aviv 69978, Israel. Telephone: 3-420-629
Conference: Fall *Membership:* not available
NL: ISRA TESOL Newsletter, Yael Bejarno, editor

TESOL ITALY

TESOL Italy (1977)
President (to 10/87): Maria Sticchi-Damiani, LUISS, Via Pola 12, Rome, Italy. Telephone: 838-8095
Executive Director: Mary Finocchiaro, USIS, APO 09794, New York, New York
Conference: Fall *Membership:* 500+
NL: Perspectives, Mary Finocchiaro, editor

Continued on next page

Affiliate Directory

Continued from page 25

JALT

Japan Association of Language Teachers (1977)
President (to 12/87): Jim White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589, Japan. Telephone: 0723-66-1250. *JALT Office:* c/o K.E.C. Sumitomo Seimei Building 8F, Shijo Karasuma Hishi-iru, Shimogyo-ku, Kyoto 600, Japan.
Conference: Fall *Membership:* 2650
NL: The Language Teacher, Deborah Foreman-Takano, editor

KATESOL

Kansas TESOL (1982)
President (to 4/87): Susan Hildebrand, Applied English Center, 204 Lippincott, University of Kansas, Lawrence, Kansas 66045. Telephone: (913) 864-4606
Conference: Spring *Membership:* 40
NL: KATESOL Newsletter, Elizabeth Soppelsa, editor

KYTESOL

Kentucky TESOL (1979)
President (to 9/86): Ronald Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101. Telephone: (502) 745-4857
Conference: Fall *Membership:* 95
NL: Kentucky TESOL, Charles Meyer, editor

AETK

Association of English Teachers in Korea (1982)
President (to 3/87): Dwight Strawn, 2-91 Shinchon-Dong, Seodaemun-ku, Seoul 120, Korea. Telephone: 392-3785
Conference: Spring *Membership:* not available
NL: AETK Newsletter, Dwight Strawn, editor

LaTESOL

Louisiana TESOL (1980)
President (to 5/87): Linda L. Blanton, Department of English, University of New Orleans, New Orleans, Louisiana 70148 Telephone: (504) 286-6129
Conference: Spring *Membership:* 135

LOS BESOL

Lower Susquehanna Bilingual Education/ ESOL (1976)
President (to 11/86): Douglas Dockey, 347 West Orange Street, Lancaster, Pennsylvania 17603. Telephone: (717) 291-8926
Conference: Fall *Membership:* 50
NL: LOS BESOL Newsletter, Kathy Foor, editor

MATSOL

Massachusetts TESOL (1973)
President (to 3/87): Judith DeFilippo, English Language Center, Room 206, BY, Northeastern University, 360 Huntington Avenue, Boston, Massachusetts 92115. Telephone: (617) 437-2455
Conference: Spring *Membership:* 600
NL: Matsol Newsletter, Carol Pineiro, editor

MEXTESOL

Mexico TESOL (1974)
President (to 12/86): Eduardo Rosado Chauvet, Mercaderes 131-102, Col. San Insurgentes, 03900 Mexico, D.F. Telephone: 754-2980
Conference: Fall *Membership:* 2500
NL: Mexico TESOL Newsletter, Fred Rogers, editor

MITESOL

Michigan TESOL (1975)
President (to 11/86): Cindy Gould, 24657 West Ten Mile Road, #8, Southfield, Michigan 48034. Telephone: (313) 577-2785
Conference: Fall *Membership:* 100
NL: MITESOL Newsletter, Donna Brigman, editor

MIDTESOL

Mid-America TESOL (1978)
President (to 12/86): Larry Francis, Intensive English Program, 228 Gentry Hall, University of Missouri, Columbia, Missouri 65211. Telephone: (314) 882-7523
Conference: Fall *Membership:* 50
NL: MIDTESOL Newsletter, Ronald Long, editor

MinneTESOL

Minnesota TESOL (1976)
President (to 10/86): Kathryn Hanges, 1205 Lincoln Avenue, St. Paul, Minnesota 55015. Telephone: (612) 641-8851
Conference: Fall *Membership:* 235
NL: MinneESOL Newsletter, Lora Polack, editor

NJTESOL-BE

New Jersey TESOL/New Jersey Bilingual Educators (1969), Inc.
President (to 11/87): Ana Maria Schuhman, 6 Deer Path, Holmdel, New Jersey 07733. Telephone: (201) 527-2136
Conference: Spring *Membership:* 600
NL: NJTESOL-BE Newsletter, Eileen Hansen and Karen Czarnecki-Medina co-editors

NM TESOL

New Mexico TESOL (1978)
President (to 5/87): Mary Jean Habermann, 304 Rincon Court, Albuquerque, New Mexico 87105. Telephone: (505) 831-3813
Conference: Spring *Membership:* 120
NL: New Mexico TESOL Newsletter, Geraldine Wilks, editor

NYS TESOL

New York State TESOL (1970)
President (to 10/86): Fay Pallen, 2809 Avenue L, Brooklyn, New York, 11210. Telephone: (718) 834-6752
Conference: Fall *Membership:* 1125
NL: Idion, Barbara Agor and Elizabeth Neureiter-Seely

NNETESOL

Northern New England TESOL (1980)
President (to 11/86): Carolyn Duffy, Box 29E, Hinesburg, Vermont 05461. Telephone: (802) 655-2000 (ext. 2646)
Conference: Fall *Membership:* 115
NL: NNETESOL Newsletter, Anne Benaquist, editor

Ohio-TESOL

Ohio TESOL (1977)
President (to 11/86): Debra Deane Matthews, English Language Institute, University of Akron, Akron, Ohio 44325. Telephone: (216) 375-7544
Conference: Fall *Membership:* 175
NL: Ohio TESOL Newsletter, Beverly Olson Flanigan, editor

Continued on next page

Technology and Language Testing

Edited by
CHARLES W. STANSFIELD

A Major Work on Language Testing

New developments in measurement theory: computerized adaptive testing and the application of latent trait models to test and item analysis

Use of technology in developing new measures of speaking, reading and writing

From the 7th Annual Language Testing Research Colloquium at Educational Testing Service, Princeton, 1985

P. Tung, M. Canale, H.S. Madsen & J.W. Larson, G. Henning, M.M. Hicks, J.H.A.L. de Jong, G. Molholt & A.M. Presler, J.L.D. Clark, W.H. Manning, J. Reid.

Members, $10: Non-members $12.50, plus $1.50 postage. All orders must be pre-paid.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES
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Affiliate Directory

Continued from page 26

OK TESOL

Oklahoma TESOL (1983)
President (to 11/86): Jimi Hadley, 1915 Northwest 24th Street, Oklahoma City, Oklahoma 73106. Telephone: (405) 525-3738
Conference: Fall *Membership:* 130
NL: OK TESOL Newsletter, Ravi Sheorey, editor

TESL Ontario

TESL Association of Ontario (1977)
President (to 12/86): Anne Smith, TESL Ontario, 703 Spadina Avenue, Toronto, Canada M1V 2H6. Telephone: (416) 923-6216
Conference: Fall *Membership:* 980
NL: CONTACT, Susan Firth, editor

ORTESOL

Oregon TESOL (1977)
President (to 11/86): Shirley Morrell, 11016 South East Main Street, Portland, Oregon 97216. Telephone: (503) 229-4088
Conference: Winter *Membership:* 240
NL: ORTESOL Newsletter, David Wardell, editor

PennTESOL-East

Eastern Pennsylvania Association of TESOL (1981)
President (to 4/87): Irene Maksymjuk, 933 Lombard Street (#304), Philadelphia, Pennsylvania 19147. Telephone: (215) 923-2688
Conference: Spring *Membership:* 140
NL: PennTESOL-East Newsletter, Barbara Ranalli, editor

APPI

Associacao Portugese de Profesores de Ingles (1979)
President (to 5/86): Maria Manuel Calvet Ricardo, Rue Viriato 73, S. Joao do Estoril, 2765 Estoril, Portugal. Telephone: 268-1882
Conference: Spring *Membership:* 500
NL: APPI Newsletter (no assigned editor)

P.R. TESOL

Puerto Rico TESOL (1969)
President (to 12/86): Ylda Farré Rigau, Casablanca V-7, Jardines de Caparra, Bayamon, Puerto Rico 00619. Telephone: (809) 764-0000, ext. 2186
Conference: Fall *Membership:* 1140
NL: TESOL-Gram, Nick Silva, editor

SPEAQ

Societe pour la promotion de l'enseignement de l'anglais (langue seconde) au Quebec (1977)
President (to 6/87): Louise Gaseon, 8330 Chambery, Charlesburg, Quebec, Canada G1G 2X4
Conference: Summer *Membership:* 1050
NL: SPEAQ OUT, Benoit Behnan, editor

RIABE/ESL

Rhode Island Association for Bilingual Education and English as a Second Language (1974)
President (to 6/87): Jane Yeldin, BEM SC, 345 Blackstone Boulevard, Weld Building, Providence, Rhode Island 02906. Telephone: (401) 274-9548
Conference: Summer *Membership:* 80
NL: RIABE/ESL Newsletter, Karen Karten, editor

TESOL Scotland

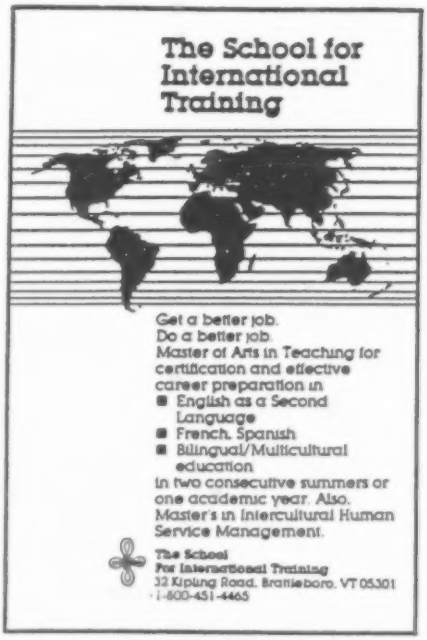
TESOL Scotland (1982)
President (to 10/87): Alan Davies, Department of Linguistics, University of Edinburgh, 14 Buccleagh Place, Edinburgh, Scotland. Telephone: 031-667-1011, ext. 6381
Conference: Fall *Membership:* not available
NL: TESOL Scotland Newsletter, Jean McCutcheon, editor

SOVATESOL

Southern Virginia Association of TESOL (1984)
President (to 9/86): Paula Kleinfeld, 1329 Oak Park Avenue, Norfolk, Virginia 23503. Telephone: (804) 587-5920
Conference: Fall *Membership:* 105
NL: Southern Virginia TESOL Newsletter, Emily Ware, editor

TESOL Spain

TESOL Spain (1977)
President (to 5/87): David Escott, Inigo Arista 18, 31007 Pamplona, Spain. Telephone: 948-27-79-04
Conference: Spring *Membership:* 650
NL: TESOL Spain Newsletter, Michelle Guerini, editor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32 Kipling Road, Brattleboro, VT 05301
1-800-451-4465

TNTESOL

Tennessee TESOL (1979)
President (to 2/87): Elinor Gregor, 921 South Wilson Boulevard, Nashville, Tennessee 37215. Telephone: (615) 383-9687
Conference: Spring *Membership:* 80
NL: Tennessee TESOL Newsletter, Jan Hitt and Dale Meyers, co-editors

TEXTESOL-I

Texas TESOL I (El Paso) (1969)
President (1/88): Judy Meyer, El Paso ISD, 6531 Boeing Drive, El Paso, Texas 77925. Telephone: (915) 779-4152
Conference: Winter *Membership:* 290
NL: Noticias, Florence Decker, editor

TEXTESOL-II

Texas TESOL II (San Antonio) (1977)
President (to 11/86): Debbie Angert, 8555 Laurens Lane (#202), San Antonio, Texas 78218. Telephone: (512) 824-3254
Conference: Fall *Membership:* 330
NL: TEXTESOL-II Newsletter, Curtis Hayes, editor

TEXTESOL-III

Texas TESOL III (Austin) (1978)
President (to 4/87): Lynn Eubank, Intensive English Program, 1103 West 24th Street, University of Texas in Austin, Austin, Texas 78705. Telephone: (512) 471-4311
Conference: Spring *Membership:* 140
NL: TEXTESOL-III Newsletter, Julia Mellenbruck, editor

TEXTESOL-IV

Texas TESOL IV (Houston) (1978)
President (to 1987): Marian Marshall, Pershing Middle School, 5115 Mercer #1, Houston, Texas 77002. Telephone: (713) 664-3732
Conference: Spring *Membership:* 130
NL: TEXTESOL-IV Newsletter, Patricia Harris, editor

TEXTESOL-V

Texas TESOL V (Dallas) (1979)
President (to 10/86): Evelyn Black, Box 13258, North Texas State University, Denton, Texas 76203. Telephone: (817) 565-2410
Conference: Fall *Membership:* 225
NL: TEXTESOL-V Newsletter, Daniel Robertson, editor

Thailand/TESOL

Thailand TESOL (1980)
President (to 5/86): Samang Hiranburana, 179 Rajdamri Road (AUA), Bangkok 10500, Thailand. Telephone: 390-1748
Conference: Winter *Membership:* 950
NL: Thai/TESOL Newsletter, Alec Bamford, editor

Venezuela TESOL

Venezuela TESOL (1982)
President (to 5/87): Maria Cecilia de los Rios, Apartado 61931, Caracas, Venezuela. Telephone: (582) 951-3111 (ext. 209)
Conference: Spring *Membership:* 225
NL: Venezuela TESOL Newsletter, Mary Lou Schiller Duran, editor

WAESOL

Washington Association for the Education of Speakers of Other Languages (1974)
President (to 11/86): Nancy Butler, 7210 First Avenue, N.W., Seattle, Washington 98117. Telephone: (206) 623-1481
Conference: Fall *Membership:* 600
NL: WAESOL Newsletter, Cherie Lenz-Hackett, editor

WATESOL

Washington Area TESOL (1970)
President (to 5/87): Grace Stovall Burkart, 6010 Cobalt Road, Bethesda, Maryland 20716. Telephone: (202) 885-2156
Conference: Fall *Membership:* 540
NL: WATESOL News, Margery Tegey and Mary Niebuhr, co-editors

WITESOL

Wisconsin TESOL (1973)
President (to 1/87): Gary Krukar, P.O. Box 413, Department of Linguistics, University of Wisconsin in Milwaukee, Milwaukee, Wisconsin 53201. Telephone: (414) 963-6180
Conference: Spring *Membership:* 120
NL: WITESOL Newsletter, Peter Lee and Gary Krukar, co-editors

MULTIFUNCTIONAL RESOURCE CENTER DIRECTORY

OBEMLA
October 20, 1986

Service Area 1 - Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island

OBEMLA Project Officer: Warren Simmons

MRC Contractor: New England Bilingual Education Multifunctional Resource Center
345 Blackstone Boulevard
Brown University, Weld Building
Providence, RI 02906
Project Director: Adeline Becker
Telephone: (401) 274-9548

Special Information Gathering Area: English literacy for LEP students

Service Area 2 - New York State

OBEMLA Project Officer: Warren Simmons

MRC Contractor: Hunter College and the Research Foundation of the City University of New York
695 Park Avenue, Box 367
New York, NY 10021
Project Director: Jose Vasquez
Telephone: (212) 772-4764

Special Information Gathering Area: Bilingual Adult Education

Service Area 3 - (3 month contract extension) Pennsylvania, Ohio, West Virginia, Virginia, Kentucky, New Jersey, Delaware, Maryland, District of Columbia

OBEMLA Project Officer: Warren Simmons, 245-2600

MRC Contractor: Georgetown University
2139 Wisconsin Avenue, N.W.
Suite 100
Washington, D.C. 20007
Project Director: Ramon L. Santiago
Telephone: (202) 625-3540

Special Information Gathering Area: Bilingual Vocational Education

Service Area 4 - (3 month contract extension) Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee

OBEMLA Project Officer: Fayetta McAlear, 245-2600

MRC Contractor: Florida International University
School of Education
Tamiami Campus, TRM03
Miami, Florida 33199
Project Director: Sandra Gutierrez
Telephone: (305) 554-2962

Special Information Gathering Area: Counseling for LEP students

Service Area 5 - Arkansas, Illinois, Indiana, Louisiana, Missouri

OBEMLA Project Officer: O. G. Harper, 732-1767

MRC Contractor: InterAmerica Research Associates
Midwest Bilingual Education MRC
2360 East Devon Ave., Suite 3011
Des Plaines, IL 60018
Project Director: Minerva Coyne
Telephone: (312) 296-6070

Special Information Gathering Area: English literacy for non-literate secondary LEP students

Service Area 6 - Iowa, Michigan, Minnesota, Wisconsin

OBEMLA Project Officer: O. G. Harper, 732-1767

MRC Contractor: University of Wisconsin, Madison
Wisconsin Center for Education Research
1025 West Johnson St.
Madison, WI 53706
Project Director: Walter Secada 608 263-4216
Telephone: (608) 263-~~2707~~ Walter: 4216 // 4220

Special Information Gathering Area: Math and science programs in bilingual education

Service Area 7 - Texas

OBEMLA Project Officer: O. G. Harper, 732-1767

MRC Contractor: Southwest Education Development Laboratory
211 East 7th Street
Austin, TX 78701
Project Director: Betty J. Mace Matluck
Telephone: (512) 476-6861

Special Information Gathering Area: English as a second language and other alternatives

Service Area 8 - Oklahoma, Kansas, Nebraska, South Dakota, North Dakota

OBEMLA Project Officer: Fayetta McAlear, 245-2600

MRC Contractor: University of Oklahoma
Division of Continuing Education
and Public Affairs
555 Constitution Ave.
Norman, OK 73037
Project Director: Hai Tran
Telephone: (405) 325-1711

Special Information Gathering Area: Counseling LEP students

Service Area 9 - Idaho, Oregon, Montana, Washington, Wyoming

OBEMLA Project Officer: Patricia Johansen, 732-1839

MRC Contractor: Interface Consultants, Inc.
7080 S. W. Fir Loop
Suite 200
Portland, Oregon 97223
Project Director: Esther Puentes
Telephone: (503) 684-0514

Special Information Gathering Area: Career education programs for LEP students

Service Area 10 - Arizona, New Mexico, Utah, Colorado, Nevada

OBEMLA Project Officer: Fayetta McAlear, 245-2600

MRC Contractor: Arizona State University, Tempe
College of Education
Tempe, AZ 85287
Project Director: Karen Swisher
Telephone: (602) 965-5688

Special Information Gathering Area: Literacy

Service Area 11 - Southern California including counties of Imperial, Los Angeles, Orange, Riverside, San Bernadino, & San Diego

OBEMLA Project Officer: Patricia Johansen, 732-1839

MRC Contractor: San Diego State University (Foundation)
6363 Alvarado Court, Suite 200
San Diego, CA 92120
Project Director: William Adorno
Telephone: (619) 265-5193

Special Information Gathering Area: Bilingual education for gifted and talented students

Service Area 12 - Northern California, all counties north of, and including, San Luis Obispo, Kern and Inyo

OBEMLA Project Officer: Patricia Johansen, 732-1839

MRC Contractor: ARC Associates, Inc.
310 Eighth Street, Suite 311
Oakland, CA 94607
Project Director: Sau-Lim Tsang
Telephone: (415) 834-9455

Special Information Gathering Area: Bilingual education for new immigrant/refugee LEP students

Service Area 13 - Puerto Rico & the Virgin Islands

OBEMLA Project Officer: Warren Simmons, 245-2600

MRC Contractor: Metropolitan University
Apartado 21150
Rio Piedras, Puerto Rico 00928
Project Director: Cesar Cruz Cabello
Telephone: (809) 766-1717

Special Information Gathering Area: Educational technology in bilingual programs

Service Area 14 - Hawaii and American Samoa

OBEMLA Project Officer: Fayetta McAlear, 245-2600

MRC Contractor: Northwest Regional Educational Laboratory
300 S. W. Sixth Avenue
Portland, OR 97204
Project Director: Loia M. Fiaui
Telephone: (808) 533-1748

Special Information Gathering Area: English literacy for persons of languages with non-Roman alphabets

Service Area 15 - Guam, the Commonwealth of the Northern Marianas & the Pacific Trust Territories

OBEMLA Project Officer: Fayetta McAlear, 245-2600

MRC Contractor: University of Guam
Project BEAM
College of Education
UOG Station
Mangilao, Guam 96913
Project Director: Robert Underwood
Cable: Univ. Guam, Telex: 721-6275

Special Information Gathering Area: Literacy for persons of languages with new or developing orthographies

Service Area 16 - (3 month contract extension) Alaska

OBEMLA Project Officer: Patricia Johansen, 732-1839

MRC Contractor: Interface Consultants, Inc.
7080 S. W. Fir Loop
Suite 200
Portland, OR 97223
Project Director: Francisco Garcia
Telephone: (907) 562-0773

BVT REGIONAL MEETING - SESSION REVIEW AND ACTION PLANNING FORM

SESSION #4: NETWORKS FOR BILINGUAL VOCATIONAL TRAINING

1. First, in two or three sentences please summarize what you've learned from this session.

_____

_____

_____

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2. Next, identify two or three ideas, practices and/or resources from this session that will be useful to you in your work. Be brief and specific!

A. _____

_____

B. _____

_____

C. _____

_____

3. Last, consider if what you've learned in this session has any implications for action on your part when you return to your work. If so, please list below what specific actions you will take, and when you will take them.

A. WHAT: _____

WHEN: _____

B. WHAT: _____

WHEN: _____

C. WHAT: _____

WHEN: _____

MATERIALS FOR BVT

RESOURCES

One of the difficult tasks in developing vocational programs for limited-English-proficient (LEP) students is finding appropriate materials either in the students' native language or in simplified English. Review of commercially available bilingual vocational/career sources reveals that most are in Spanish, some produced in foreign countries, and others are translated from U.S. texts. Materials available in languages other than Spanish are primarily developed locally. Bilingual resources for career education are predominantly for career awareness, providing basic information on types of jobs, duties and requirements. Most are audio-visual resources, although manipulatives and simplified English print materials are also available. The Annotated Catalog of Bilingual Vocational Training Materials (ACBVTM), provided to all participants, has made many of these local materials more easily accessible to BVT practitioners.

Vocational training resources tend to be supplemental in nature, especially teacher-made materials. This is especially true for non-Spanish language materials which frequently consist of bilingual glossaries/lexicons of technical terms. Most bilingual vocational materials are for skill training in industrial and business occupations with few resources available in the health, home economics, and agricultural fields. Materials developed for home economics deal primarily with cooking and sewing. Again, the ACBVTM and the six Curriculum Coordination Centers have made much more accessible the few instruction manuals, test materials and lesson plans which have been locally developed in non-Romance languages for vocational instruction.

This discussion has been both adapted and drawn directly from: Lopez-Valadez, J., et al. (1982). Vocational programming for the LEP-Part 1: Common Concerns & Solutions. Arlington Heights,IL: Bilingual Vocational Education Project, Northwest Educational Cooperative, Illinois State Board of Education.

While there is an abundance of commercially-produced resources available to help conduct general pre-employment or career exploration ESL, materials which are job-specific are less abundant and primarily teacher-made. ACBVTM lists about 50 vocational ESL documents, mostly instructional materials and many in English only, which have been produced by federally-funded BVT programs. When choosing materials one should keep in mind the student's native language abilities, basic skills, the appropriateness of the content and the accessibility of the resource. Most materials will have to be used selectively, and will require some adaptation to suit local needs. Their main value is as a guide for local teachers and curriculum developers.

Because of the paucity of appropriate materials, your program may need to develop locally-relevant materials in the area of assessment, career counseling, vocational training or vocational ESL. The book Instructional Materials for Bilingual Vocational Education gives useful guidance in this area, and has been provided to all participants at this meeting.

PUBLICATIONS BIBLIOGRAPHIES AND

The following is a list of bibliographies, publication lists and similar documents which will be useful to you in your efforts to find BVT materials to use or adapt. Those noted with an asterisk (*) are provided to all participants at this meeting. Addresses for the various dissemination centers, clearinghouses, etc..., from which some of them originate, can be found in the "Networks" section. Additional sources of bilingual and non-English vocational materials can be found in Exhibit 1 at the end of this section.

Bibliographies/Publication Lists

* 1. American Association for Vocational Instructional Materials (AAVIM).

   a. AAVIM Catalog, 1986
   b. Computer Software Resource Catalog, 1987
   c. Performance-Based Teacher Education Catalog, 1987
   d. Competency-Based Administrators Education Catalog, 1987

* 2. Americas Corporation. (1986). Annotated catalog of bilingual vocational training materials. Berkeley, CA: Author.

   All materials described in this catalog will soon be available through the six Curriculum Coordination Centers that comprise the National Network for Curriculum Coordination in Vocational and Technical Education.

  3. Center for Bilingual Education, Northwest Regional Educational Laboratory. (1978). Assessment Instruments in Bilingual Education: A Descriptive Catalog of 342 Oral and Written Tests. Los Angeles, CA: National Dissemination and Assessment Center.

  4. Curriculum Coordination Centers' catalogues and lists of holdings.

   Each of the six Coordination Centers handles the listing of their holdings in different ways. Refer to the "Networking" section and contact your Center's state liaison for more information.

* 5. Curriculum Publications Clearinghouse. 1986-1987 Catalog. Macomb, IL: Western Illinois University, Author.

   Includes listings for the American Association for Vocational Instructional Materials (AAVIM) publications.

* 6. Dissemination Network for Adult Educators. (1986). California Adult Education Publications. Burlingame, CA: Author.

* 7. Evaluation Dissemination and Assessment Center. (1986). Asian and Pacific Island Curricular Materials and Professional Development Materials, and, Spanish Curricular Materials and Professional Development Materials. Los Angeles, CA: Author.

* 8. Educational Testing Service. (1986). Test Collection Catalogue.

  9. Miranda and Associates. (1986). Adapting Consumer Education Materials for Limited English Proficient Adult Populations in Vocational Education. Washington, D.C.: Author.

   This resource is not yet available. When available, it will include validated consumer education materials for limited English proficient adults.

   Miranda Associates, Inc.
   818 18th Street, N.W.
   Washington, D.C. 20026
   (202) 857-0430

* 10. National Center for Research in Vocational Education. Columbus, OH

a. ERIC Digest: Bilingual Vocational Education for Immigrants
b. 1987 Performance-Based Teacher Education Materials Catalog
c. The National Center's 1987 Products Catalog
d. Products for Adult, Career and Vocational Educators: Information Analysis Series, 1983-1985.

* 11. National Clearinghouse for Bilingual Education. (1986). Publication List. Wheaton, MD: Author.

12. Northwest Educational Cooperative. (1985). Bibliography of Bilingual Materials for Career/Vocational Education: A List of NEC Library Holdings. Arlington Heights, IL: Illinois State Board of Education.

Available from: Curriculum Publications Clearinghouse

13. Ontario Ministry of Citizenship and Culture (OMCC). (1986, January). English in the Workplace: Improving Communication in Multicultural Workplaces. Toronto, Ontario, Canada: The Resource Center, OMCC.

14. Research Management Corporation. (1985, July). Vocational English Language Training: A Resource Package. Washington, D.C.: U.S. Department of Health and Human Services, Social Security Administration, Office of Refugee Resettlement.

* 15. TESOL. (1986). Tesol Publications: 1986. Washington, D.C.: Author.

* 16. U.S. Refugee Center. (1986, Nov. 30). Refugee Materials Center Bibliography. St. Louis, MO: Author.

DATA BASES

Materials for BVT are included on at least four computer data bases:

1. ERIC: Educational Resources Information Center

2. VECM: Vocational Education Curriculum Materials

3. RIVE: Resources in Vocational Education

4. The data base of the National Clearinghouse for Bilingual Education (NCBE). NCBE's data base contains over 13,000 entries. In addition to their own data base, NCBE can search the ERIC data base, and may be able to search VECM and RIVE as well. If you have access to a computer with communications capabilities, you can search the data bases through NCBE at no on-line cost.

Many public libraries and most college and university libraries can provide computer search services for reasonable fees. Additonally, the ERIC system provides paper copies of "mini-bibliographies" listing the results of computer searches in particular interest areas.

EXHIBIT 1

SELECTED SOURCES OF BILINGUAL AND NON-ENGLISH VOCATIONAL MATERIALS

Source	Vocational Areas	Language(s)
Bilingual Publications Company 1966 Broadway New York, NY 10023	Air conditioning and refrigeration, auto mechanics, business education, commercial correspondence, electronics, health occupations, home economics, TV and radio repair	Spanish
Brolet Press 18 John Street New York, NY 10038	Electronics	Creole Portuguese Spanish
Chilton Book Company Radnor, PA 19089	Auto mechanics	Spanish
European Book Company 925 Larkin Street San Francisco, CA 94109	Agribusiness, air conditioning and refrigeration, auto mechanics, construction, data processing, electronics, health occupations, sewing, TV and radio repair, vocational teacher education	Spanish
Haffernan's Supply Company 926 Fredericksbury Road Box 5309 San Antonio, TX 78201	Accounting, agribusiness, auto mechanics, commercial correspondence, construction, data processing, drafting, electronics, TV and radio repair	Spanish
Lab Volt Systems P.O. Box 686 Farmingdale, NJ 07727	Electricity and electronics	Multilingual
McGraw Hill 1221 Avenue of Americas New York, NY 10022	Business education, drafting, machine shop, welding	Spanish

Source: Friedenberg, J., and Bradley, C. (1984). Bilingual voc ed. Columbus, OH: National Center for Research in Vocational Education.

EXHIBIT 1

SELECTED SOURCES OF BILINGUAL AND NON-ENGLISH VOCATIONAL MATERIALS (continued)

Source	Vocational Areas	Language(s)
Milady Publishing Corporation 3839 White Plains Road Bronx, NY 10467	Cosmetology	Spanish
Minerva Book Company 137 West 14th Street New York, NY 10011	Air Conditioning and refrigeration auto mechanics, business education, health occupations, TV and radio repair	Spanish
Quality Book Company 400 Anthony Trail Northbrook, IL 60062	Auto mechanics, construction, electronics, TV and radio repair	Spanish
Richards Rosen Press 29 East 21st STreet New York, NY 10010	Employability skills	Spanish
South-Western Publishing Company Dpto. de Ediciones en Espanol 5101 Madison Road Cincinnati, OH 45227	Business education, health occupations, industrial arts	Spanish
The French & Spanish Book Corporation 619 Fifth Avenue New York, NY 10020	Agriculture, auto repair, business education, carpentry construction, cosmetology, data processing electricity, electronics, graphics arts, health occupations, heating, home economics, hotel and restaurant, photography, printing, real estate, radio and TV repair, refrigeration	French

Source: Friedenberg, J., and Bradley, C. (1984). Bilingual voc ed. Columbus, OH: National Center for Research in Vocational Education.

BVT REGIONAL MEETING - SESSION REVIEW AND ACTION PLANNING FORM

SESSION #5: MATERIALS FOR BILINGUAL VOCATIONAL TRAINING

1. First, in two or three sentences please summarize what you've learned from this session.

_____

_____

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2. Next, identify two or three ideas, practices and/or resources from this session that will be useful to you in your work. Be brief and specific!

A. _____

_____

B. _____

_____

C. _____

_____

3. Last, consider if what you've learned in this session has any implications for action on your part when you return to your work. If so, please list below what specific actions you will take, and when you will take them.

A. WHAT: _____

WHEN: _____

B. WHAT: _____

WHEN: _____

C. WHAT: _____

WHEN: _____

PUBLIC-PRIVATE PARTNERSHIPS

Service providers who conduct BVT programs sometimes think of linkages with private businesses and industries along the following lines: The provider needs funds and other resources to operate beyond any government funding they may have secured. They approach local businesses and ask for a grant, equipment, space, or other resources -- either as a charitable contribution or possibly in return for some service, such as the training of the company's potential employees or the development of a better curriculum manual for the company's training program.

While this approach may work for a year or two, it rarely seems to endure over long periods of time. When it does endure, it often does so under a cloud of uncertainty, with the service provider never knowing whether the funds will be there next year.

Despite their limitations, such arrangements are not only common but necessary. Funding is scarce, time for program development is limited, and pursuing support in this manner may be, if not an enjoyable task, at least a familiar one in which some program staff feel fairly competent being involved. But while this time-honored approach may have served BVT programs well in the past, and may provide a good start toward building a longer-term base of support for BVT programs, it is becoming an increasingly inadequate approach for securing funding for BVT. More and more, what may be needed is the development of broad-based, long-term partnerships between the BVT program and a variety of business, government, training and other service organizations.

The author is indebted to Deborah Fauntleroy of the Boston Private Industry Council for her articulation of the ideas in this section. Responsibility for any inadequacies in the statements, however, lies with RMC.

What are the basic elements of such long-term, broad-based partnerships between BVT programs and private business and industry? It is this question which is addressed in the following discussion. Other important questions, including "How do these partnerships work on a day-to-day basis?", "Under what circumstances have they been most successful?", and "What steps can BVT program staff take to develop them or to improve those in which they are already involved?", will be addressed in the workshop activities. For now, let's concentrate our efforts on identifying the fundamental features of long-term broad-based public-private partnerships.

COOPERATION

COLLABORATION

Readers will undoubtedly recognize common ideas between this discussion and the discussion in the "Networking" section. Partnerships between BVT programs and private industry are, for the most part, collaborative and cooperative efforts as described in "Networking". In most cases they will be characterized by a high amount of personal contact between the partners, an intentional limiting of each partner's autonomy as a result of the partnership, high visibility for the arrangement, and strong linking devices to keep the partnership together.

It is useful to think about these partnerships between public service organizations and the private sector along the following lines:

Public-Private Partnerships are organizations of agencies from both sectors which have a collective interest in serving some community goal; they attempt to link their resources together so that all participants contribute to the pursuit of the collective goal while fulfilling their own individual agency missions and interests.

Several of the points in the statement above deserve elaboration.

1. The goal of the partnership should be to provide a service which has broad benefits to the community. The broader the benefits from the provision of the service, the greater the number of organizations that can be brought together, with their resources, to assist in achieving the goal. However, the goal must be specific enough to develop applications of it, to have participants clearly recognize the problems to be solved, and to see progress in its accomplishment. As an example, providing entry-level workers for service industries might be an appropriate goal for a BVT program to pursue in partnership with a private enterprise. The practical problems associated with the shortage of such workers can be clearly seen, as they are now being seen in Massachusetts and other states. Unemployed and underemployed LEP adults, business/industry, government, educational institutions and other service organizations all stand to directly benefit from the success of such a BVT program.

2. That all organizations and individuals participating in the partnership contribute to it is essential. Their contributions must be at both the <u>policy</u> and the <u>operational</u> levels. At the policy level, all must have a say in the articulation and elaboration of both the partnership's goals as well as the general guidelines for their achievement. At the operational level, all must contribute to the development of strategies to attain the goals and objectives. Limitations on the ability of any member of the partnership to contribute at both the policy and operational levels seriously limits the effectiveness of the entire group.

3. Key individuals from each participating organization must participate as active members in the partnership. These individuals must be ones with authority to speak for the appropriate mission and role of their participating agencies and to commit agency resources to the partnership efforts. Mere delegates of authorized individuals will dilute the effectiveness of partnership operations.

4. There needs to be strong and sustained leadership for such partnership efforts. The vision of the group's goals needs to be continually articulated, maintained, promoted, redefined and sometimes defended. Moreover, the resources to carry out the goals must be marshalled effectively.

RESOURCES

As an appendix to this Overview, three articles from the Boston Globe describing aspects of BostonWorks, a model partnership involving BVT and other programs are presented. While they provide only a sketchy introduction to the program, further information on these partnerships may be obtained by contacting the Boston PIC (address below). A list of state Job Training Partnership (JTPA) liaisons will also be provided during this workshop.

The Boston Private Industry Council, Inc.
110 Tremont Street
Boston, MA 02108
(617) 423-3755

Additionally, the booklet Discover Total Resources: A Guide for Nonprofits, one of the items distributed with this set of materials, is also a valuable resource for partnership development.

THE BOSTON GLOBE
Thursday, May 23, 1985

BostonWorks: A new plan to expand adult job training

By Irene Sege
Globe Staff

The City of Boston and its business community are planning a major job-training program that targets unemployed and underemployed adults much the way the way the 3-year-old Boston Compact has served public school graduates.

Called BostonWorks, the program would mark a substantial expansion of present job-training and adult literacy efforts, business and city officials said in interviews. Its $5.5 million budget for the next fiscal year would be $2 million higher than the amount spent this year on existing programs.

At a time of limited federal funds, the expansion would be fueled by corporate and foundation contributions, with additional assistance from the state and city.

The program is scheduled to begin July 1. The goal in the first year is to serve 3100 adults in community-based literacy and training programs, 1150 more than are currently enrolled.

The purpose is to take advantage of Boston's strong economy and impending labor shortage to tackle the city's large poverty problem, Mayor Raymond L. Flynn said in an interview last week. It seeks to expand job-training efforts by using private money to augment dwindling federal funds.

"The real commitment and challenge we all have is to make sure that growth and that prosperity is shared with people who have been left behind," Flynn said. "I think it can be done."

> The expansion would be fueled by corporate and foundation contributions with additional assistance from the state and city.

The program is part of a three-pronged jobs policy the city hopes to develop, explained mayoral aide Neil Sullivan. Flynn has said he wants some of the linkage payments the city is requiring of commercial real estate developers to go to job-training programs. He is also trying to negotiate agreements to ensure a certain number of permanent jobs generated by new development go to Boston residents.

With private sector involvement a key factor in its finance and program development, BostonWorks seeks $825,000 in corporate donations its first year, up from the $315,000 firms give to current efforts, and $660,000 from foundations, which is an increase from $175,000.

"I see it becoming the adult counterpart of the Boston Compact and setting in place a national model of how we build a coherent employment and training system in our cities," said Catherine Stratton, associate secretary of economic affairs for the state.

Where the Boston Compact is an agreement under which businesses agree to hire Boston graduates while the school system pledges to improve its teaching of basic skills, BostonWorks strikes a similar bargain for adults. Under BostonWorks, the city, with financial support and advice on curriculum from local businesses, expands its job-training and literacy efforts, and firms agree to hire qualified graduates.

"We must seize the opportunity to make inroads on structural unemployment," said Jerome Grossman, head of New England Medical Center and a principal private sector organizer of BostonWorks. He and others said some of Boston's major employers support the program, including State Street Bank, New England Mutual Life Insurance Co., Bank of Boston and Blue Shield.

BostonWorks also aims to better coordinate the various literacy and training programs in the city by establishing an ongoing network where adults will learn basic skills in literacy classes, get job training and be placed in jobs, then return for advanced training that will lead to promotions, organizers said. People with sufficient reading and math skills would go straight to job-training classes.

About 42 percent or some 50,000 of Boston's families are low-income, and the city is home to almost a quarter of the state's poor, according to statistics from the Neighborhood Development and Employment Agency, a municipal department. Almost a third of all Boston adults have no high school diploma, and nonresidents hold three-fourths of the managerial jobs in the city.

At the same time, projections indicate there will be 43 percent fewer people under 23 in 1990 than there were in 1980, leading to fears of a labor shortage and to the interest in training poor inner city residents, said agency director Paul Grogan.

"When you have a labor shortage, you have to get more out of your unproductive adults as well as have a lifelong process to make sure people have the necessary training. Hence, the importance of this in conjunction with the Compact," Grogan said. "It's in the self-interest of the business community to make sure that pool of entry-level labor can produce."

Eventually, BostonWorks hopes to touch one-fourth of Boston's low-income families, said James Darr, director of the Private Industry Council. "The problem," he said, "is to get this on a scale that can really have an impact on poverty in the city."

BOSTON GLOBE
11/10/86

MUTUAL INTEREST

Boston's corporate-public alliances provide new opportunities, offer models for other cities in era of shrinking federal role

First of two articles
By Ross Gelbspan
Globe Staff

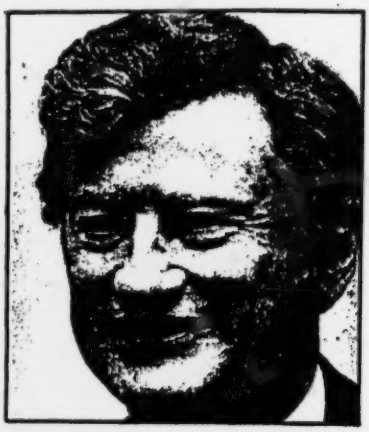
The inquiries pour in from civic leaders from around the country: How can we duplicate the miracle in Boston?

From Cleveland to Dallas and Chicago to London, local and federal officials, as well as groups such as the US Chamber of Commerce and the National Alliance of Business, are looking at ways to recreate programs like the Boston Compact, ACCESS and the Boston Housing Partnership.

Ironically, it is a story that may be better known elsewhere than here.

In this era of Ronald Reagan's New Federalism, with the shrinkage of federal funds and federal involvement, Boston's public-private partnerships are increasingly viewed as models for the future of America's cities.

Based on collaboration among Boston's major corporations, city and school bureaucracies, community groups, students and neighborhood residents, the partnerships have stepped in to pick up the pieces left by the failure of government to provide quality education, affordable housing and jobs for the people of Boston.



'The health of the public sector has become part of the strategic outlook for corporations. The idea of corporate social responsibility is an old one. But these partnerships represent a new understanding of that idea.'

– William S. Edgerly, President, State Street Bank

During the last five years, these partnerships have:

- Provided the means for every Boston high school graduate to attend college – and promised job offers for every student who completes a postgraduate course of education.
- Placed 800 Boston school graduates in permanent jobs paying competitive salaries in 350 Boston companies.
- Fielded a summer jobs program for high school students that last year resulted in 2,600 young people working in 600 firms.
- Virtually completed the rehabilitation of 700 units of deteriorated housing and begun work on nearly 1,000 more units.
- Provided roughly $10 million in direct corporate support of job training, education and housing programs and an estimated $15 million in salaries to high school students in summer and permanent jobs.

"The health of the public sector has become part of the strate-

PARTNERSHIPS, Page 20

Corporate-public alliances provide new opportunities

■ **PARTNERSHIPS**

Continued from Page 1

gic outlook for corporations," explained William S. Edgerly, president of the State Street Bank and a prime mover in the establishment of the partnership programs.

"The idea of corporate social responsibility is an old one. But these partnerships represent a new understanding of that idea," Edgerly said during a recent interview.

In the short term, the creation of new corporate-public programs to attack the problems of poor education, joblessness and acute housing shortages is seen as a blessing, involving a convergence of corporate resources, governmental priorities and increased professionalism of nonprofit and community groups.

In the long term, the prospect of a permanent set of new, corporate-driven institutions to set and implement public policy raises a host of questions about traditional democratic relationships between government and industry.

"The partnerships make politicians very skittish," said one observer who declined to be identified. "On the one hand, they are moving in on areas traditionally reserved for the public sector. On the other hand, the corporations are not formally accountable to the electorate or programs' constituencies."

While Boston's business leadership has come under fire from civil rights leaders for failing to bring more minorities into its management ranks, virtually all observers agree that the partnerships – driven by the strong, personal leadership of Edgerly, William Brown of the Bank of Boston, John LaWare of the Shawmut Bank, John McElwee of John Hancock Mutual Life Insurance Co., Edward Phillips of The New England Insurance Corp., and John Larkin Thompson, president of the Coordinating Committee, also known as the Vault – have provided vital momentum for a troubled city.

Healing effect

As important, perhaps, as the concrete achievements of the partnership programs has been their healing effect on a city long torn by racial, economic and social hostilities.

"The partnerships represent a bonding process among the various segments of Boston society after the long trauma of desegregation ... That may be the most significant thing about the partnerships," said Paul Grogan, former head of the city's neighborhood development agency.

Grogan, who currently directs the New York-based Local Initiative Support Corporation, noted recently that because of the involvement of corporate executives in the Boston programs, "walls have been broken down."

"There is dialogue between executives and community people, between [chief executive officers] and bureaucrats in city agencies. All kinds of deep-seated stereotypes are being blown away," he said.

Kenneth R. Rossano, senior vice president at the Bank of Boston, cited a new "civility, based on mutual trust." He noted that spirit is usually absent from government-mandated programs.

Business leaders say the public-private partnerships are significantly different from traditional corporate philanthropic activity.

Citing the involvement of more than 350 Boston firms in the Boston Compact – a program that provides job openings for students who attain good grade and attendance records – Thompson, chairman of the Vault and president of Blue Shield of Massachusetts, noted that if the firms had been asked merely for donations to the schools "the response would have been minimal."

Work force needs

As partners in the Compact, however, local companies have a direct stake in an educated, trained work force. Thompson noted that high school graduates, for example, have helped Blue Shield reduce a turnover rate of 140 percent in one department alone.

There is another benefit to partnership companies, according to Michael Useem, a professor at Boston University. Useem cited a poll in Minneapolis that showed that residents perceive civically involved companies as successful, well-run firms regardless of their actual business performance.

But underlying their narrow labor and public relations interests is a recognition by many of Boston's major companies that their futures depend on a viable city with a climate attractive enough to recruit talent and expand local markets.

"To the extent that Boston remains a two-tiered society without job opportunities for poor and minority residents, it will deteriorate. No city can survive that type of stress," Thompson added.

The design of the Boston Housing Partnership illustrates the elements of a successful program, according to corporate leaders: It serves the interests of all parties; it is narrowly focused, and it contains specific, measurable goals.

Prior to the existence of the housing partnership, Boston's community development groups, known as CDCs, were unable to navigate the complex array of funding sources, political regulations and collateral requirements for affordable housing efforts.

Attracted state assistance

Partnership director Robert Whitlesey noted corporate support enabled the partnership to provide umbrella financing for the CDCs. The support has also gotten the state to float a $22 million housing bond issue and has created a channel to federal mortgage agencies.

While the partnership has insulated the bankers from neighborhood infighting and has fostered a new professionalism among the CDCs, it has provided a mechanism for the Bank of Boston, Bank of New England, State Street Bank and Shawmut Bank to guarantee construction loans, without which most projects would never get off the ground.

Despite the apparent success of the various partnerships, a number of observers say the public-private experience is too new to answer several critical questions.

The partnerships raise questions in the minds of many observers about accountability, control of resources and the making of public policy by corporate leaders who are outside the traditional democratic process.

And some observers wonder whether the partnerships, which have flourished during a period of economic boom, can survive the inevitable economic downturns.

Endowment funds

Rossano of the Bank of Boston points out that programs like ACCESS, Action Center for Educational Services and Scholarships, are funded by endowments – which will continue to fund programs even if corporate giving drops off.

Edgerly also noted that established partnership programs "provide continuity during both up and down economic cycles."

James Darr, who heads the Private Industry Council – an organization at the center of the Compact and a number of job-training programs – echoes many who believe today's partnerships are the seeds of a new kind of institution that will endure well into the next century.

Both Darr and Grogan liken the partnerships to local experiments in the late 1920s and early 1930s that became prototypes for some of Franklin Delano Roosevelt's New Deal policies.

If such programs continue to focus on clear goals in widely-perceived areas of need, said Darr, "the partnerships will continue long after the current boom has subsided."

NEXT: The future of partnerships.

BOSTON GLOBE
11/10/86

Programs offer training, housing

The major public-private partnerships in Boston are not without their critics.

Some question whether job-training programs provide real career opportunities for young people.

Others have raised questions about the high start-up costs, including legal, architectural and financial management expenses, of the Housing Partnership.

And others note that, while the business community has made a major contribution through the Boston Compact, the Boston School Department has yet to fulfill its part of the bargain by improving test scores and stemming the dropout rate.

But even those critics agree that, overall, the involvement of the city's major corporations in educating, training and housing Boston's poor and underemployed population is making a significant contribution to the health of the city.

Here are brief sketches of some of the major public-private partnership programs currently in operation:

● The Boston Compact: The most visible and widely heralded partnership program involves an agreement between local firms and the School Department to provide jobs for Boston public school graduates in exchange for improvement in student attendance, dropout rates and reading and math achievements. To date, between 350 and 400 Boston firms have signed the Compact, which last year placed 800 graduates in permanent jobs, and provided an additional 2,500 summer jobs for high school students, according to a report by the Private Industry Council.

In addition, a number of labor unions have committed themselves to increasing openings for Boston students applying for apprenticeship programs under the Boston Trade Union Compact.

A third Compact program involves 25 Boston-area colleges and universities that have agreed to increase their enrollment of Boston public school graduates by 25 percent, to help the school system strengthen its college preparatory curriculum and to help Boston students meet financial aid needs.

● ACCESS: Initiated by a $1 million donation from the New England Mutual Life Insurance Co., the Action Center for Educational Services and Scholarships has fielded teams of financial-aid counselors in Boston high schools to help students and parents obtain access to all sources of tuition assistance. The program, based on a $5 million endowment funded by Boston corporations, is designed to provide direct "last-dollar" assistance to high school students who are still unable to afford college after tapping all other student-aid sources.

● Job Training Programs: Funded by corporate, federal and local money, the Private Industry Council monitors a number of job training programs at sites throughout the area.

Many of the programs, which draw on the resources of the private sector, as well as the state Division of Employment Security and the Mayor's Office of Jobs and Community Services, are administered through community-based programs, such as Action for Boston Community Development Inc., the Occupational Industrialization Center, Bunker Hill and Roxbury Community Colleges, the YMCA and the Boston Technical Center.

While some programs concentrate on the unemployed, others, such as BostonWorks, a $2 million program headed by Dr. Jerome Grossman, president of the New England Medical Center, are designed to train entry-level workers for higher-level jobs.

● Boston Housing Partnership: Launched in 1983, the Boston Housing Partnership involves community-based housing groups, private developers, four major Boston banks and a host of state and federal agencies to rehabilitate deteriorated housing and provide rent subsidies for low- and moderate-income residents.

The partnership's first project, rehabilitation of 700 units, is 90 percent complete. The partnership is currently arranging the purchase of 946 units, formerly owned by the US Department of Housing and Urban Development, for development by seven community development groups.

● School Initiatives Grants: Funded by a $1.5 million endowment from the Bank of Boston, the grants are given to individual teachers and local schools to reward innovative and creative programs.

ROSS GELBSPAN

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PRIVATE SECTOR LINKAGES
WORKSHEET

Information about your labor market:

1. What occupations are currently in demand?

   _____

   _____

2. What occupations are expected to be in demand in the next 10-15 years?

   _____

   _____

3. What major employers/industries are headquartered in your labor market?

   _____

   _____

4. What large corporations have facilities located in your area? Which might be closing, or expanding?

   _____

   _____

5. What other trade and vocational training programs are serving your area? Are your programs complimentary, or competitive?

   _____

   _____

6. What do the major employers in your area say that they are looking for in a trained workforce?

   _____

   _____

Information about your labor force:

7. What is the current and projected population for your area? (Is it growing or shrinking?)

_____

_____

8. What is the current and projected size and mix of your labor force?

_____

_____

9. What target groups are projected to be expanding the fastest?

_____

_____

10. What are the current and projected statistics for your area regarding school enrollments, school dropouts?

_____

_____

11. What tools and data sources are available to assist you? Have you used, or are you familiar with:

- The 1980 Census Y__ N__
- Area labor market information available through the Bureau of Labor Statistics Y__ N__
- The Job Bank Data available through the local Job Service or Employment Service Office Y__ N__

- Data collected by the Private Industry Council, including their MIS Y__ N__

- Data available from local school systems, on student characteristics, performance, and drop-out data Y__ N__

- Data available from evaluation and program literature Y__ N__

- Date available from local business organizations such as the Chamber of Commerce, the National Alliance of Business Y__ N__

Information about your local business community:

12. Who is the Chair of your local Private Industry Council?
    Name_____
    Organization_____
    Address & Phone No._____
    _____

13. What other business representatives serve on the PIC?
    _____
    _____

14. Who heads your local Chamber of Commerce?
    _____
    _____

15. Which corporations or foundations are the largest givers in your area?
    _____
    _____

16. Which individual businesses, or business organizations are the largest and most powerful in your community?
    _____
    _____

17. What is the National Alliance of Business Regional Office that serves your area, and who is the Regional Vice President?
    _____
    _____

BVT REGIONAL MEETING - SESSION REVIEW AND ACTION PLANNING FORM

SESSION #6: ESTABLISHING AND MAINTAINING PRIVATE SECTOR LINKAGES

1. First, in two or three sentences please summarize what you've learned from this session.

_____

_____

_____

_____

_____

2. Next, identify two or three ideas, practices and/or resources from this session that will be useful to you in your work. Be brief and specific!

A. _____

_____

B. _____

_____

C. _____

_____

3. Last, consider if what you've learned in this session has any implications for action on your part when you return to your work. If so, please list below what specific actions you will take, and when you will take them.

A. WHAT: _____

WHEN: _____

B. WHAT: _____

WHEN: _____

C. WHAT: _____

WHEN: _____

THE VOCATIONAL AND LANGUAGE COMPONENTS

CLOSE COLLABORATION CRUCIAL

Coordination between vocational and language components plays an important role in the success of many bilingual vocational training (BVT) programs. Research has repeatedly shown that such coordination is essential. For example, one evaluation of federally-funded BVT projects identified eight major successful practices -- three of which depended on close collaboration between vocational and language instructors (see Troike 1982). Yet, as most project directors would agree, achieving such coordination, with different instructors who sometimes operate from different administrative bases, is anything but a simple task. This workshop intends to explore in what program areas coordination is particularly important and how projects have achieved coordination.

WHERE AND WHEN IS COORDINATION NEEDED?

Imagine for a moment that you are a VESL teacher hired to teach job-specific ESL to Asian students in an electronic assembly training program. More than likely you have never worked in an electronic assembly factory nor participated in a vocational training course. You will be expected to cooperate closely with the vocational instructor, plan job-specific English lessons and prepare your students for the language demands of the worksite. What administrative support would you need to undertake this job? What groundwork would you hope would have been laid? How could the project facilitate your collaboration with the vocational instructor?

In thinking about these questions, it becomes obvious that time and support for coordination between the language and vocational components needs to be built into the program from the start. Lopez-Valadez stresses that ESL and vocational staff should cooperate to design and implement all aspects of the program. She advises that coordination is particularly important in the following areas:

- Determining program goals;
- Identifying student competencies for mastery;
- Developing selection and placement criteria and strategies;
- Assessing student performance;
- Designing curriculum and scheduling;
- Implementing instruction;
- Developing materials;
- Evaluating program success; and,
- Planning and conducting staff development (p. 30).

HOW TO FACILITATE COORDINATION

Given that coordination is important to the success of a bilingual vocational training program, how is it that successful projects have achieved coordination between the vocational and language components? The experiences of federally-funded BVT programs and the writings of experts in the field provide us with a set of strategies that some projects have found helpful. These strategies can be divided into areas of logistical, management and instructional concern and are listed in Exhibit 1. Some of the strategies may prove useful in your programs and others may need to be modified to the particular circumstances of your project and clientele.

EXHIBIT 1

STRATEGIES TO PROMOTE COORDINATION

LOGISTICAL

1. Hold language and vocational classes near each other.

2. Schedule vocational and ESL classes consecutively on the same days.

3. Centrally locate student progress files to house both ESL and vocational records.

4. Set up procedures to enable the VESL teacher to use the vocational tools and materials in the language instruction.

MANAGEMENT

5. Build time into the budget to enable instructional staff to coordinate.

6. Orient the VESL and vocational staffs at the beginning to clarify roles and explain the importance of ongoing communication and collaboration.

7. Ensure the vocational and VESL instructors meet together regularly (daily or several times a week) to plan and coordinate classroom activities, clarify roles and responsibilities, and plan services.

8. Have the vocational and VESL instructors observe each other's classes.

9. Disseminate information among staff regularly (i.e., information concerning program, staff, student progress, resources, inservices). Use newsletter, flyers, handouts, and so on.

10. Host social and cultural functions with staff and students.

11. Select a representative to attend each other's department meetings.

INSTRUCTIONAL

12. Encourage team development of curriculum and materials adaptation through the provision of mini-grants.

13. Use the same materials/resources to teach VESL and vocational skills.

14. Team teach through the use of mini-course or special units.

SOURCES: Adapted from Friedenberg & Bradley 1984b, Kremer 1983, Lopez-Valadez 1982, and Troike 1981.

Logistics

Logistical decisions made early in the program can either facilitate or hinder the potential for close collaboration between vocational and VESL instructors. Clearly staff will find it easier to share ideas and materials if their classrooms or labs are located near each other, or if they run into each other while checking student files or relaxing in a shared teachers' room. Often, however, separate training sites, multiple supervisors and funding, scheduling conflicts, or staff time restraints can limit opportunity for valuable communication. Successful project directors often creatively compensate for one or more of these difficulties. Some make it a priority to bring staff together informally for an occasional social get-together or make sure staff development days include not only skill building and planning activities, but also team-building activities. Whatever logistical constraints a program faces, it is important that staff participate in coordination activities and are paid for their time.

Management

How as a project director do you facilitate the more formal coordination activities of your staff? In this section, we will examine three strategies: 1) orientation sessions for vocational and language instructors; 2) preparation for VESL instructors to support vocational training; and 3) guidelines for instructors' meetings.

Staff development and orientation sessions can be used to prepare vocational instructors, who may not have had much experience with limited English proficient (LEP) students, to better work with LEPs (Kremer 1983). These sessions can include information on cross-cultural skills, the students' cultures and languages, and appropriate teaching techniques. (See Exhibit 2.) The VESL instructor can be used as a resource to help provide information.

EXHIBIT 2

PREPARING VOCATIONAL INSTRUCTORS TO WORK WITH LEP STUDENTS:

WORKSHOP TOPICS

1. General cross-cultural sensitivity and skills, e.g., understanding verbal communication and different value systems
2. Specific cultural information about each of the groups they are likely to encounter in the classroom
3. Why and how a student's native language interferes with communicating in English
4. Effective techniques for teaching vocational content to LEP students, including breaking content down into smaller learning units, including visuals, repetition, allowing increased response time, modeling and using a wide variety of materials
5. Effective and ineffective use of the students' first language

Source: Kremer 1983.

Initial orientation for the VESL instructor to the field of vocational education and the occupational field of the training will make it easier for the instructor to understand the concerns of her or his colleague. Friedenberg and Bradley in the Vocational ESL Handbook provide a concise introduction to the history of U.S. vocational education, vocational teacher certification, course construction and instructional methods and materials that would be valuable reading for a new VESL instructor. During the initial orientation phase, the VESL instructor may also want to do background reading on the job requirements of the target occupation. The vocational instructor may be able to provide the VESL instructor with a job description and an occupational analysis of the current job requirements for the target occupation.

The VESL teacher's preparation, however, does not end with these initial orientation activities. In addition to meeting regularly with the vocational instructor, the VESL instructor would benefit from auditing vocational classes, reading the text, visiting worksites, and talking to the job developers about the competencies the students will need on the job. (See Exhibit 3.) The vocational instructor may also want to observe the VESL classes to better understand how the VESL teacher can support training. It is important to create a friendly atmosphere around these visits so they are not viewed as "inspections" or an encroachment on one's territory by the instructor being observed.

Regularly scheduled meetings between the vocational and language instructor are perhaps the most important strategy for coordinating the vocational and language components. These meetings can be used to coordinate instruction, share resources and discuss student progress. It is suggested that these meetings be held at least weekly, and more frequently if possible. Exhibit 4 presents suggestions for the content to be covered.

EXHIBIT 3

PREPARING THE VESL TEACHER TO SUPPORT VOCATIONAL TRAINING:

ONGOING ACTIVITIES

1. Audit vocational classes.

   a. Take notes on content.
   b. Identify students' problem areas.
   c. Determine what causes the problem.
   d. Take note of the signs and posters on the wall. Ask which are important.
   e. Take note of the equipment around the room and what the students do with the equipment. Identify the vocabulary (material, equipment and tool names) and verb phrases (what is done with the materials, equipment, and tools).
   f. Take care that these friendly visits do not appear to be "inspections".

2. Read the text.

   Pay special attention to key terms, headings, chapter outlines, summaries, and comprehensive exercises. (If these do not exist, you may wish to prepare them.) Become familiar with the language of the text (the vocabulary and the most frequently used grammar forms).

3. Visit work sites.

   a. Take notes regarding language used on the job. (Author: See "Assessing the Language Requirements of Jobs" on p. 26 of the handout Promising Programs & Practices for guidelines on what to look for.)
   b. Interview workers and supervisors about language needs. (Author: See pages 26 and 27 of above document for sample interview questionnaires for personnel officers and line supervisors.)

4. Talk to the job developer or placement specialist in the vocational school regarding the training competencies and language students will need on the job.

SOURCE: Adapted from Friedenberg and Bradley, 1984b.

EXHIBIT 4

SUGGESTED CONTENT FOR COORDINATING MEETINGS

1. Review and discuss upcoming and past lessons. Identify possible problem areas.

2. Share outlines and lesson plans for future VESL and vocational classes.

3. Discuss ways to mutually reinforce the vocational materials.

4. Discuss student problems.

5. Share resource materials and identify key vocabulary and grammatical structures used in each resource.

   a. Specifically, the VESL teacher may want to obtain the following from the vocational instructor:

Inventories	Manuals
Safety regulations	Task-detailing lists
Task listings	Audiovisual aids
Instruction sheets	Actual objects
Texts	Manufacturer's literature

   b. The vocational instructor may want to obtain the following from the VESL instructor:

      Simplified and adapted summaries of vocational materials
      Texts
      VESL curricula developed for LEP students

6. Discuss specific areas where each can be helpful to the other.

7. Share information about each other's jobs, responsibilities, and concerns.

Source: Adapted from Freidenberg and Bradley, 1984b.

Instruction

One of the most important results of successful coordination between the vocational and language components of a program can be relevant curriculum and effective instruction for the LEP student (Lopez-Valadez 1982). The above logistical and management strategies will help create a climate where specific collaboration on curriculum design and lesson planning will more easily occur. One way to ensure curricular coordination is to develop competency-based VESL and vocational curricula which support each other. A competency-based curriculum includes measurable performance objectives, clear and precise means of evaluation, and content based on task analysis -- all of which work to clarify what the learners will be able to do after the instruction. (See Exhibit 5 for an explanation of the major differences between competency-based instruction and traditional vocational education.) By making explicit the objectives of VESL and vocational lessons, it becomes easier to coordinate daily instruction in both areas.

Although it is beyond the scope of this paper to go into detail on curricular and instructional strategies for coordinating the vocational and VESL components, programs have found it useful to engage in these activities:

1) team development of curriculum and materials,

2) joint lesson planning by the VESL and vocational instructors,

3) team teaching and the sharing of materials and resources.

For a more detailed discussion of these other coordination strategies, VESL and vocational instructors may want to look at the following books:

Friedenberg and Bradley, The Vocational ESL Handbook, Chapters 5 & 7, "Developing a VESL Lesson Plan" and "Assessment Considerations in VESL".

Mrowicki & Dehesus, Handbook for the VESL Teacher.

Friedenberg, "Learning English", in Lopez-Valadez 1985.

EXHIBIT 5

COMPETENCY-BASED INSTRUCTION VS. TRADITIONAL VOCATIONAL EDUCATION

Characteristic	Competency-Based Instruction	Traditional Vocational Education
• What trainees learn	• Content of instruction is based on specific, clearly stated trainee outcomes or competencies.	• Content usually is based on chapters, units or other segments in textbooks, reference materials or course outlines.
	• Competencies which describe precisely what trainees will be able to do upon course completion are made available to trainees.	• Trainees rarely know exactly what they will learn in each part of the program.
• How trainees learn	• Trainees are provided with high quality, learner-centered activities and materials designed to help them master each competency.	• Primary focus is on instructor delivering most of the instruction through lectures and demonstrations. There is often a lack of high quality, well-developed, appropriate materials.
	• Trainees have the opportunity to learn the material in the way that best suits their style of learning. Trainees can stop, slow down, speed up or repeat instruction as needed.	• Trainees have little control over pace of instruction.
	• Trainee performance is rated continually throughout the course; trainees can review as needed.	• Usually, trainees' performance is not rated continually throughout the course.
• When trainees proceed from one competency to another	• Trainees are given enough time (within reason) to fully master a competency before moving on to the next.	• Usually a group of trainees spends the same amount of time on each unit of instruction. The group moves on to the next unit after a fixed amount of time. Individual needs usually are not considered.
• How well trainees learn each task	• Trainee's accomplishment of a competency as compared with a predefined acceptable standard.	• Trainees' performance usually is compared to the group norm. Trainees move on to the next unit even if they minimally master the current unit.
	• Trainees who can show mastery of a competency can proceed to the next competency.	• Trainees who already know the subject matter need to sit through instruction anyway.

Adapted from: Blank, William E. (1982) Handbook for Developing Competency-Based Training Programs. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Complete bibliographic entries on these and other sources are listed in the bibliography at the end of this paper. The handout Promising Programs and Practices also includes valuable chapters on VESL curriculum development and instruction. Sample curricular materials which coordinate VESL and vocational curricula are available through the Americas Corporation Annotated Catalog of Bilingual Vocational Training Materials which is described more fully in the section on materials in this handbook.

CONCLUDING COMMENTS

Coordinating the vocational and language components of a bilingual vocational training program is a process which continues from the planning stages to the evaluation of a project. It requires time, energy and commitment on the part of administrative and instructional staffs and financial support. Several coordination strategies used by federally-funded BVT projects and promoted by leaders in the field have been presented here but yet they are only a beginning. Many of these strategies will have to be adapted to meet the needs of your program and clientele, and your programs have probably already or will soon develop strategies which will benefit other projects. The results of close coordination between the vocational and language components can include:

- an increased understanding among all staff of their specific roles, and of how they can best contribute to the program's overall goals;
- each instructor learning about the other's field, and improving their own practice as a result;
- smoother operation of the program with more efficient use of time and resources; and, most importantly,
- relevant curriculum and effective instruction for the LEP student (Lopez-Valadez 1982).

With a potential for such high returns, devoting staff time and energy to coordination is an investment well-worth making.

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BVT REGIONAL MEETING - SESSION REVIEW AND ACTION PLANNING FORM

SESSION #7: COORDINATING THE LANGUAGE AND VOCATIONAL TRAINING COMPONENTS

1. First, in two or three sentences please summarize what you've learned from this session.

_____

_____

_____

_____

_____

2. Next, identify two or three ideas, practices and/or resources from this session that will be useful to you in your work. Be brief and specific!

A. _____

_____

B. _____

_____

C. _____

_____

3. Last, consider if what you've learned in this session has any implications for action on your part when you return to your work. If so, please list below what specific actions you will take, and when you will take them.

A. WHAT: _____

WHEN: _____

B. WHAT: _____

WHEN: _____

C. WHAT: _____

WHEN: _____

FUNDING FOR BVT PROGRAMS

With rare exceptions, agencies which provide BVT services depend upon funding from sources outside of their immediate organizations. To start a BVT program, one needs to provide specialized staff, special materials, space, equipment, and possibly staff development activities and other resources. If the host institution does not fully provide these resources, then it is necessary for the BVT providers to seek such support directly or in cooperation with other members of their organization.

Ideally the BVT program will have a long-range strategy for seeking support, a strategy which is broad-based, making use of a variety of support sources. These sources will include some combination of those that are "non-renewable," such as time-limited grants, and those that might be "renewable," such as cooperative ventures with other service providers, community organizations, or volunteer staff. The development of "renewable" sources, particularly in conjunction with the private sector, is the focus of the workshop component on Private Sector Linkages. Other renewable sources of program support are elaborated in the Mellon Bank Corporation's Discover Total Resources: A Guide for Nonprofits, a copy of which has been provided to all participants at this meeting.

GRANTS

GRANTS

The issue of obtaining direct funding grants, the "non-renewable" resources,. is the focus of the remainder of this component. Its major purposes will be to present information on:

1. sources of grants related to BVT programs
2. the purposes of each source, and
3. contact information on each.

What would ordinarily be a fourth critical information item in this regard is that of basic proposal writing elements. That, however, is the topic of the workshop component offered Wednesday morning, "Action Planning and Proposal Writing".

The following lists of resources are the major ones used by programs that serve LEP adults. In the cases of Federal funding sources, the particulars of the name of the office which handles the funding, the types of programs which are given priority, prerequisites and eligibility criteria, funding cycles, and application procedures will vary somewhat by state, since the states often administer Federal funds. Thus, the lists which follow should be considered as starting points for further information, and are not necessarily final destinations of your proposals.

FEDERAL FUNDING

The following few pages describe major federal funding sources, administered through the states, which are appropriate for BVT programs. The lists of contact persons in each state for each of the sourcess described below are provided in the "Networks" segment of this workbook.

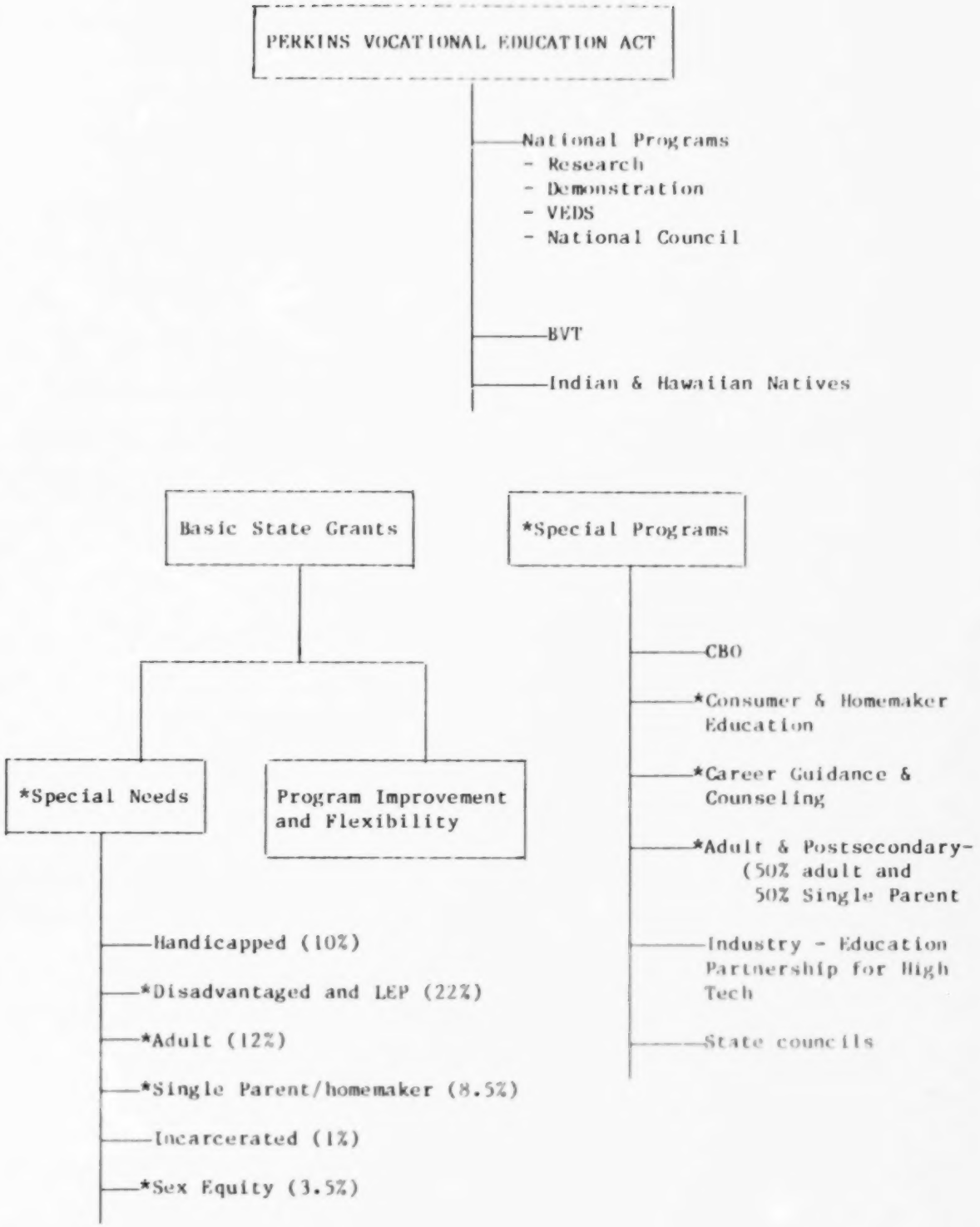
A. Vocational Education (Perkins Act)

The structure of Perkins Vocational Education Act funding sources is shown in Exhibit 1. For those unfamiliar with the structure of Vocational Education programs in their states, the exhibit is a good starting point for making inquiries about funding availability through the state and for understanding some of the directions the state contact people may provide.

B. Adult Education

Adult Basic Education Grants are often available to support basic skills learning, English as a Second Language, high school equivalency and life skills. The participant target groups are generally the least educated, most needy individuals 18 years of age or over, without a high school diploma. Consult the Adult Education contact persons from the appropriate list in the "Networks" section.

EXHIBIT 1



*These categories are particularly relevant for LEP adult programs.

C. Job Training Partnership Act (JTPA)

A brief summary of the JTPA overall structure is shown in Exhibit 2. For BVT programs Titles II and III are particularly relevant. Furthermore, JTPA programs are often referred to as "the 8%," the "78%," or the "3%." The major meanings and purposes of each of those designations is as follows:

JTPA--8%: to provide basic skills instruction and school-to-work transition programs, as well as firm-specific training to economically disadvantaged youth and adults.

JTPA--78%: to provide on-the-job training, basic education, high school equivalency, job clubs, etc., to economically disadvantaged individuals.

JTPA--3%: to provide job training programs, model demonstration programs and technical assistance to programs that serve economically disadvantaged individuals 55 years of age and older.

The list of state JTPA liaisons, provided in the "Networks" section, is the best starting point for further information in your own state.

U.S. Department of Labor
Program Highlights

Fact Sheet No. ETA 83-3

JOB TRAINING PARTNERSHIP ACT

The Job Training Partnership Act (JTPA), which became effective on October 1, 1983, provides job training and related assistance to economically disadvantaged individuals, dislocated workers, and others who face significant employment barriers. The ultimate goal of the Act is to move trainees into permanent, self-sustaining employment.

Under the JTPA, many responsibilities formerly carried out by the federal government have been transferred to state and local governments. Governors have approval authority over locally developed plans and are responsible for monitoring local program compliance with the Act. In addition, a new public/private partnership has been created to plan and design training programs as well as to deliver training and other services.

The JTPA contains five titles:

TITLE I - JOB TRAINING PARTNERSHIP - establishes the administrative structure for the delivery of job training services. Among its provisions, this Title deals with the formation and designation of:

State Job Training Coordinating Councils (SJTCCs) - formed by governors to provide advice and counsel on the training components of the Act, as well as to play a critical role in planning employment services authorized by the Wagner-Peyser Act. The SJTCCs recommend the designation of Service Delivery Areas.

Service Delivery Areas (SDAs) - designated by governors to receive federal job training funds. Among the areas that are automatically eligible to be SDAs are units of general local government with a population of 200,000 or more. Local Elected Officials (LEOs) within the SDAs appoint, from nominations made by general purpose business organizations, Private Industry Councils.

Private Industry Councils (PICs) - appointed by LEOs to plan job training and Employment Service programs at the SDA level. PICs serve as key mechanisms for bringing representatives from various segments of the private sector into the active management of job training programs.

- more -

This is one of a series of fact sheets highlighting U.S. Department of Labor programs. It is intended as a general description only, and does not carry the force of legal opinion.

PIC membership includes representatives from:

Business
-a majority of the PIC membership must represent business and industry within the SDA.
-the PIC chairperson must be a business representative.
Educational Agencies
Organized Labor
Rehabilitation Agencies
Community-based Organizations
Economic Development Agencies
The Public Employment Service

Title I also covers development and approval of local job training plans and provides for performance standards.

TITLE II - TRAINING SERVICES FOR THE DISADVANTAGED - authorizes a wide range of training and related activities to participants. Services under Title II are targeted to the economically disadvantaged, but up to ten percent of an SDA's participants can be nondisadvantaged individuals who face other employment barriers. This Title also contains a separate authorization for a summer youth program.

TITLE III - EMPLOYMENT AND TRAINING ASSISTANCE FOR DISLOCATED WORKERS - authorizes a state-administered program to provide training and other assistance to workers who have been, or have received notice that they are about to be, laid off due to permanent closing of a plant or facility; laid-off workers who are unlikely to be able to return to their previous industry or occupation; and the long-term unemployed with little prospect for local employment or reemployment.

TITLE IV - FEDERALLY ADMINISTERED PROGRAMS - authorizes federally administered programs for Native Americans, migrant and seasonal farmworkers, and veterans. This Title also authorizes the Job Corps and nationally administered programs for technical assistance, labor market information, research and evaluation. The National Commission for Employment Policy is authorized by this Title.

TITLE V - AMENDMENTS TO OTHER STATUTES - amends the Wagner-Peyser Act of 1933, which authorizes the federally supported Employment Service programs. This Title also amends the Social Security Act provisions relating to the Work Incentive (WIN) Program.

Further information can be obtained from state and local JTPA offices, or from the Office of the Assistant Secretary for Employment and Training, U.S. Department of Labor, 200 Constitution Avenue NW, Washington, D.C., 20210.

D. Refugee Resettlement

The U.S. Office of Refugee Resettlement provides formula allocations to each state, of which two general sources are available for BVT-type services. Those sources are:

1. Social Services Grants--to provide, among others, employment services to refugees and entrants

2. Targeted Assistance Grants--to provide employment-related services to refugees and entrants in geographic areas with particularly high concentrations of refugees who have particularly high welfare use rates, in areas of high unemployment. These funds are available in only 45 counties in 20 states. Check with your State Refugee Coordinator, listed in the "Networks" section, to see if your location qualifies.

E. Private Foundations

Many private foundations fund the types of services offered by BVT programs, but their purposes and procedures vary widely. Three comprehensive sources of information on potential funding are:

Foundation Reporter
1000 Vermont Avenue, N.W.
Washington, D.C. 20005

Foundation 500 Foundation Service
39 East 51st Street
New York, NY 10022

Foundation Directory
Columbia University Press
136 South Broadway
Irvington-on-Hudson, NY 10533

Publications of these organizations are generally available at public and college libraries.

F. Other Sources

State welfare or social services departments sometimes directly administer or fund employment-related programs, often in conjunction with JTPA or other State Labor Department, Employment and Training or Education agencies. Some examples are California's GAIN (Greater Avenues for Independence) program and Massachusetts' ET (Employment Training) program. Additionally, State Departments of Labor or their Employment Services divisions often fund other educational and training services outside of JTPA.

BVT REGIONAL MEETING - SESSION REVIEW AND ACTION PLANNING FORM

SESSION #8: SOURCES OF FUNDING

1. First, in two or three sentences please summarize what you've learned from this session.

_____

_____

_____

_____

_____

2. Next, identify two or three ideas, practices and/or resources from this session that will be useful to you in your work. Be brief and specific!

A. _____

_____

B. _____

_____

C. _____

_____

3. Last, consider if what you've learned in this session has any implications for action on your part when you return to your work. If so, please list below what specific actions you will take, and when you will take them.

A. WHAT: _____

WHEN: _____

B. WHAT: _____

WHEN: _____

C. WHAT: _____

WHEN: _____

ACTION PLANNING AND PROPOSAL WRITING

OVERVIEW OF THIS SESSION

This three hour session will take place in a workshop format. Participants will engage in a series of hands-on activities designed to systematically bring together the information and ideas from the first two days of the meeting into a clear strategy for starting a BVT program, or for improving a current program. Additionally, this session is of particular importance for representatives of those programs that wish to be considered for the follow-up on-site technical assistance, which will be provided to selected programs in the months following this meeting. The plans produced by the participants during this session will be among the criteria used to guide Research Management Corporation, and the Department of Education, in the selection of programs to receive the follow-up assistance.

SCHEDULE OF ACTIVITIES

9:00 - 9:15: Introduction to the session

9:15 - 10:00: Worksheets #1 and #2: Descriptions of current and projected programs/situations

10:00 - 10:30: Action step identification: New and review

10:30 - 10:40: Break

10:40 - 11:15: Personalizing the action steps: Adding the time frame, classifying the steps, and putting them in order

11:15 - 11:40: The proposal writing process, and its connection with the action plan

11:40 - 11:50: Session Evaluation

11:50 - 12:00: Summative Evaluation

SESSION #9: ACTION PLANNING AND PROPOSAL WRITING

WORKSHEET #1: DESCRIPTION OF CURRENT PROGRAM OR SITUATION

This worksheet asks you to "draw a picture" of your current program or situation by responding to specific questions. Please be brief in your responses. Use "point by point" format wherever you can, and don't be over-concerned with grammar or complete sentences. Give yourself 20-25 minutes to complete this two-page worksheet. Facilitators will be available throughout this exercise to clarify the questions, and to assist in any way possible.

1. Name of your organization: _____

_____

2. Goal(s) of your current program or situation: _____

_____

_____

_____

_____

5. List the most important objectives of your current program or situation:

_____

_____

_____

_____

_____

4. Please describe briefly the institutional base from which you operate:

_____

_____

_____

_____

5. Do you currently have a partnership, or cooperative arrangement, with a public sector agency or with private industry? If so, please provide some detail on who the partnership is with and what purpose it serves. Please be very brief and specific.

Public Sector: _____

_____

_____

Private Sector: _____

_____

_____

6. If you currently engage in job-market assessment activities, please describe them here:

_____

_____

_____

7. If you currently have a program with both vocational and language components, what activities do you now engage in to coordinate them?

_____

_____

_____

8. What sources, if any, do you now draw upon for your instructional and support materials?

_____

_____

_____

- End of Worksheet #1 -

SESSION #9: ACTION PLANNING AND PROPOSAL WRITING

WORKSHEET #2: DESCRIPTION OF PROJECTED PROGRAM OR SITUATION

This worksheet asks you to again "draw a picture" of your program or situation. This one, however, is a picture of your projected program or situation six months from now. Understanding how difficult this can be, we ask you make as clear and realistic a description as you can, based not on an ideal program or situation you would like to be involved in, but rather based realistically on any changes you feel would be possible, and which would move your organization in the direction it wants to go.

If, for any of the questions listed below, you foresee no significant changes from the situation already described in Worksheet #1, then simply mark "no change" next to the question. If you feel you cannot make a projection in a certain area, then simply say so after that question.

Again, please be brief in your responses. Use "point by point" format wherever you can, and don't be over-concerned with grammar or complete sentences. Give yourself 20-25 minutes to complete this two-page worksheet. Facilitators will be available throughout this exercise to clarify the questions, and to assist in any way possible.

1. Goal(s) of your projected program or situation: _____

_____

_____

_____

_____

5. List the most important objectives of your projected program or situation:

_____

_____

_____

_____

_____

4. Describe the institutional base from which you hope to be operating:

_____

_____

_____

5. Describe any partnerships, or cooperative arrangements, you anticipate your organization may be involved in:

Public Sector: _____

_____

_____

Private Sector: _____

_____

_____

6. Describe the job-market assessment activities, that will have taken place or which will be taking place:

_____

_____

_____

7. If your projected program will have both vocational and language components, what activities will you be engaged in to coordinate them?

_____

_____

_____

_____

8. What sources, if any, will you be drawing upon for your instructional materials?

_____

_____

_____

- End of Worksheet #2 -

BIBLIOGRAPHIES

BIBLIOGRAPHIES

This section of the notebook contains two bibliographies.

1. The **ANNOTATED BIBLIOGRAPHY** contains abstracts or summaries of selected documents which will be of interest to BVT practitioners. Included in this bibliography, for some of the entries, is information on where the document can be obtained.

2. The **MASTER BIBLIOGRAPHY** lists in citation form all of the documents which have been previously cited in the small bibliographies that are found at the end of most sections in this notebook. Additionally, other documents not previously cited are included in this listing. Citations from the annotated bibliography are cited once again in this list. This bibliography is coded to assist the BVT practitioner in selecting the documents which will best suit her or his purposes.

The listings in these bibliographies are not exhaustive, many more useful documents for BVT practitioners exist than are included here. However, the lists do represent a good cross-section of the literature relevant to BVT. We encourage BVT practitioners to explore some of these resources. Many are available through interlibrary loan at your local libraries, through the ERIC system, or through your state liaison for your regional Curriculum Coordination Center (see the "Networks" section).

Americas Corporation. (1986). Annotated catalog of bilingual vocational Training Materials. Berkeley, CA: Author.

This catalog identifies materials developed by 74 federally-funded bilingual vocational training projects since 1975. The listings specify the content of the materials, their target ethnic groups, the type of skills training program for which they were developed, and more. The catalog explains how to obtain the materials and lists the names of clearinghouses and publishers that make available materials and information about adult education and teaching English as a Second Language. Four indexes and a matrix provide easy access to materials by skills training area, language of the document, type of document, and target ethnic group. Examples of documents of interest to VESL teachers include: "ESL Curriculum for Housing Maintenance and Repair Program," "Training Manual in Emergency Procedures," and "Vocational ESL for Dental Assisting Training."

Available from: Americas Corporation
2730 Dwight Way, Suite 100
Berkeley, CA 94704
(415) 849-8818

Berry, D. W., & Feldman, M. A. (1985). Overcoming obstacles to full participation of trainees in bilingual vocational training projects. Bethesda, MD: Miranda and Associates, for the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs. [ED 241 759]

This study examines obstacles faced by limited English-speaking adults in bilingual vocational training projects. Methods and procedures used in nine federally funded bilingual vocational training projects to resolve the identified obstacles are documented, and their usefulness is assessed. The purpose and background of the study are first surveyed. The obstacles to trainee participation encountered in the projects are then identified. The discussion next focuses on selected aspects of planning that enable project staff to identify and prevent potential obstacles to participation among prospective trainees and on mechanisms and procedures for identifying obstacles during outreach, screening, and recruitment; during intake; in the classroom or on the work site; and through trainee counseling. These attendance obstacles are cited and resolutions for each are presented: personal and family problems, health problems, transportation problems, lack of housing, and lack of financial resources. Discussion follows of these instructional obstacles and available resolutions: adapting instruction to trainees' levels, difficulties resulting from absences, adapting to styles of trainee participation, inappropriateness of instructional materials, trainees' anxieties about training, and inappropriate behavior. Suggestions are made for mechanisms and procedures to identify, prevent, and resolve obstacles to participation on a systematic basis. Appendixes include project descriptions and a bibliography. [ERIC abstract by YLB]

Available from: Evaluation, Dissemination and Assessment Center
(See "Networks" section for contact information)

Bradley, C.H., and Friedenberg, J. E. (1982). Foundations and strategies for bilingual vocational education: A handbook for vocational-technical education personnel. Washington, D.C.: Center for Applied Linguistics. [ED 218 973]

As an aid in preservice and inservice teacher education, this handbook is intended to produce a vocational instructor who understands the rationale of bilingual education, is sensitive to the special needs of bilingual and limited-English-proficient (LEP) vocational students, and is not afraid to try new teaching techniques. The six chapters, which include practice questions, cover the following areas: (1) terminology associated with both bilingual education and vocational education; (2) the history of bilingual education, vocational education, and bilingual vocational education; (3) a detailed description of the needs of bilingual and LEP vocational students, along with a list of suggested practices to meet the needs; (4) a description of several approaches to designing a bilingual vocational education program and suggestions on how the instructor can get support from colleagues and the administration in establishing a program; (5) details on constructing a vocational course, from analyzing the occupation and its associated duties to developing lesson plans; and (6) a discussion of 20 commonly used teaching techniques and how each can be modified for multicultural vocational settings, along with several suggestions for communicating with LEP vocational students. Information about testing and resources in bilingual vocational education and prevocational English as a second language is appended. [ERIC abstract by Author/SW]

Bradley, C., and Friedenberg, J. (1982). Teaching the bilingual vocational education student: A microcounseling approach. Journal for Vocational Special Needs Education, 5(1), 19-21, 24.

Microcounseling is presented as an effective method of enhancing vocational instruction and language and culture instruction while limited English proficient (LEP) vocational students are developing interpersonal communication skills. The process of microcounseling is described and modifications for the LEP student are suggested.

Chinatown Resources Development Center. (1985). Promising programs and practices: Vocational education for limited-English-proficient students. San Francisco, CA: California Community Colleges.

This document presents four approaches to vocational training for limited-English-proficient adults in use California's Community Colleges. Of particular interest are sections on promising programs in VESL and promising practices in language assessment, VESL curriculum development and instruction. The document includes lists of language functions at the workplace, guidelines for assessing the language requirements of jobs, interview questionnaires for employers which can be used to collect VESL information, a VESL curriculum matrix, and sample VESL lesson plans.

Crandall, J. A. (1979). Adult vocational ESL (Language in Education: Theory and Practice, No. 22). Washington, D.C.: Center for Applied Linguistics. [ED 176 592].

An introduction to VESL for adult learners which covers: 1) language content (pronunciation, structure, style and conversational strategies, literacy training, and motivation); 2) program design and models; and 3) materials development (needs assessment, adaptation, syllabus design, curriculum development, field testing, and evaluation). Two sample lessons and an extensive bibliography are appended.

Crandall, J. A. (1985). Directions in vocational education for limited English-proficient students and adults (Occasional Paper No. 109). Columbus, OH: Ohio State University, National Center for Research in Vocational Education. [ED 264 436]

The United States has a large and rapidly growing population of limited English-proficient (LEP) students and adults. This population presents a distinct challenge to vocational educators. Some insights learned during the past decade suggest beneficial approaches to this problem. Four trends in current second-language acquisition research and language teaching are particularly relevant to the delivery of vocational education to LEP persons. These trends are the development of competency-based, functional, and task-oriented language learning programs; the increasing specialization of language instruction and the concomitant combining of English and content-area instruction; the distinction between communicative and cognitive language skills; and the development of a theory of language that maximizes meaningful input as its basis. A great deal has also been learned during the past few years about refugee and immigrant education programs, namely, that language needs, cultural orientation needs, other educational needs, support services needs, and vocational training needs must be met. In addition, insights have come from bilingual vocational training and instructor training programs, such as program models, bilingual program components, strategies for vocational instruction of LEP students, and coordinated vocational and English-language instruction. However, much more needs to be done in the future. Areas that need further investigation include individual assessment and program evaluation, development of vocational materials and vocational language materials in English and the native language, revision of licensing and certification procedures, and creation of programs to meet the needs of the least and most educated LEP students. [ERIC abstract by KC]

Development Associates, Inc. (1978). Handbook for bilingual vocational materials development. Arlington, VA: Author. [ED 166 387]

The handbook provides materials developers and teachers with a process to use in developing or adapting written materials for bilingual vocational training. A model unit of instruction is presented followed by step-by-step procedures for creating a BVT unit and additional vocational English exercises. Suggestions are given for transitional approaches which incorporate increasing amounts of English into instructional units over time.

Available from: Development Associates, Inc. (Publications)
2924 Columbia Pike
Arlington, VA 22204
(703) 979-0100

Development Associates, Inc. (1979). A monograph for bilingual vocational training. Arlington, VA: Author. [ED 191 990]

This monograph provides guidance to project planners, evaluators, and directors for the organization and evaluation of bilingual vocational training programs. The monograph includes a method of adapting English as a second language to vocational areas, an approach to organizing the language and vocational training components, and a guide to evaluating the effectiveness of a bilingual vocational training project.

Available from: As Above

Feldman, M. A., Nicolau, M. E., and Clelland, R. W. (1982). Vocational careers in which a language other than English is an asset. Bethesda, MD: Miranda Associates, for the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs. [ED 227 241]

The product of a study to identify and collect data on vocational occupations in which knowledge of languages other than English is an asset, this report contains information of fifteen such occupations. Covered in the individual chapters of the report are banking, building maintenance and construction, food service, health care, hotel, media, nursing, office, protective services and correction, recreation, rehabilitation and therapy, retail and wholesale trade, social service, transportation, and travel and tourism occupations. Each chapter contains the following information: prerequisites for bilingual vocational training project development, employment projections, prerequisites for job placement, a listing of corporations and organizations that supplied data during the study, descriptions of jobs included in the given occupational area, and a career progression ladder that reflects the structure of the organizations interviewed during the study. (A project report describing the study and a guide for using the research findings presented in the report are also included.) [ERIC abstract by MN]

Available from: ERIC Clearinghouse on Adult, Career, and Vocational Education
(See "Networks" section for contact information)

Friedenberg, J., and Bradley, C. (1984). Bilingual voc ed (Information Series No. 269). Columbus, OH: Ohio State University, National Center for Research in Vocational Education. [ED 240 386]

This paper presents a historical overview of the field of bilingual education and vocational education. The extent of the need for bilingual vocational education is described along with the status of current programming. The description of the state of the art includes program design, assessment practices, instructional materials, personnel, and strategies in bilingual vocational instructor training. Exemplary bilingual vocational education programs are reviewed, including those on the federal, state, and local levels, and vocational English-as-a-second-language programs are described. Finally, recommendations are made relative to program development and expansion. Appendixes to the paper list selected sources of bilingual and non-English vocational materials and selected resources in bilingual vocational training. [ERIC abstract by KC]

Friedenberg, J. E. and Bradley, C. H. (1984). The vocational ESL handbook. Rowley, MA: Newbury House.

This handbook addresses definitions and program designs for VESL, vocational education in the U.S, collaboration between vocational and ESL instructors, VESL lesson plan development, evaluation and modification of instructional materials, and assessment instruments.

Illinois State Board of Education, Division of Adult, Vocational and Technical Education. (1980). Bibliography of bilingual materials for career/vocational education: A list of BESC library holdings. Springfield, IL: Author. [ED 199 559]

The third section, which is of special interest to the VESL instructor, deals with the development of language related to the world of work. It includes vocational English tests, technical dictionaries/glossaries, and other second language tools. Section 4 lists professional reference readings covering VESL and other topics.

Kirschner Associates. (1981). A monograph for bilingual vocational instructor competencies. Washington, DC: Prepared for the Office of Vocational and Adult Education, U.S. Department of Education. [ED 195 826]

Designed for directors and staff members in bilingual vocational instructor training programs to be funded by the United States Department of Education, this monograph is a guide to competencies needed by bilingual vocational instructors. Chapter 1 discusses the project which developed the monograph. Chapter 2, Using the Monograph in Bilingual Vocational Instructor Training Programs, summarizes the state of the art and overviews instructor training techniques. Competency-based teacher education is also summarized. Chapter 3, Project Methodology, presents project scope, defines key terms, summarizes methodologies used to select the minimum competencies and develop the inventory (criterion-referenced test), and presents prerequisite competencies. Chapter 4, Minimum Competencies Essential for Vocational Skills Instructors in Bilingual Vocational Training Programs, provides detailed information about each of the twenty-two competencies: competency category, competency statement, rating by panel (as being very essential), list of types of activities instructors should perform, and rationale for inclusion. Chapter 5, Measuring the Competencies, summarizes methods to measure mastery of competencies. Most of the chapter focuses on procedures for administering the Bilingual Vocational Instructor Competencies Inventory and includes both forms. Appendixes include the Minimum Competencies Needed by Job-related English as a Second Language Instructors in Bilingual Vocational Programs and Instructions for Scoring the Inventory. [ERIC abstract by YLB]

Available from: Evaluation Dissemination and Assessment Center
(See "Networks" section for contact information)

Lopez-Valadez, J. (1982). Vocational programming for the limited English proficient: Part 1. Springfield, IL: Illinois State Board of Education. [ED 256 928]

This guide is directed at vocational programs, especially in Illinois, that are initiating special services for persons with limited English proficiency (LEP). It addresses the following topics: student identification, recruitment and assessment, program planning and funding, services adaptation and coordination, and bilingual vocational training models. Basic information, sample strategies, and relevant resources materials are included. Information is organized around 15 frequently asked questions about serving LEP students. References to other materials also are included. Extensive appendixes to the guide contain samples for identification of students, recruitment, and assessment; descriptions of Federal bilingual vocational training programs; vocational English as a second language (VESL) materials; staff training programs; lists of professional journals and newsletters; ideas for coordination of programs; and lists of resource agencies and services. [ERIC abstract by KC]

Lopez-Valadez, J. (Ed). (1985). Immigrant workers and the American workplace: The role of vocational education. Columbus, OH: National Center for Research in Vocational Education. [ED 260 304]

The four chapters in this document discuss issues and strategies used to prepare limited English proficient adults for employment. The first chapter by Joan Friedenberg discusses VESL and strategies for developing a VESL lesson are outlined. Nancy Lee Lucas, in the second chapter, stresses that enabling the cultural adjustment of immigrants, particularly in the workplace, involves cross-cultural training -- a contrastive approach that explores areas of potential conflict. Nick Kremer focusses on approaches to program design and Tipawan Reid addresses employment services.

Macdonald, R., Troike, R., Galvan, M., McCray, A., Shaefer, L., and Stupp, P. (1982). Improving techniques in teaching English for the job. Rosslyn, VA, InterAmerica Research Associates. [ED 217 709]

This handbook suggests methods the ESL teacher can use to incorporate job-related English into their classes. Based on the premise that adults learn English best when it is closely related to content, rather than taught as an end in itself, this handbook stresses functional language teaching. It describes how the computer can be used to analyze job-related or technical texts as a basis for developing language instruction for limited English proficient adults. The presentation is not technical and no prior familiarity with computers is assumed by the authors.

Available from: National Clearinghouse for Bilingual Education
(See "Networks" section for contact information)

Mrowicki, L., and Dehesus, P. (1981). Handbook for the VESL teacher. Arlington Heights, IL: Northwest Educational Cooperative.

This manual was developed for use by teachers and curriculum developers working with adult Indochinese refugees. It discusses content, scheduling, and native language support for the VESL class. A step-by-step guide for developing VESL materials follows with teacher resources, VESL lesson preparation guidelines, sections of a VESL lesson, steps for writing a VESL lesson, an activity sheet, a sample machine tool VESL lesson, and lesson evaluation criteria. Suggestions are given for adapting existing materials and a brief bibliography is included.

Panzer, I. D. (1985, May 22-25). Instructional strategies for effective teaching in multilingual vocational classrooms. Paper presented at the Annual National Conference on Teaching Excellence, Conference of Administrators (7th), Austin, TX [ED 259 782]

With the influx of increasing numbers of limited English speaking (LES) people into the Houston area, Houston Community College has implemented a number of programs to provide vocational training to LES adults. The first program was the Indochinese Program, later called the Refugee Program, which has assisted over 36,000 refugees since 1976. Program participants receive survival English as a Second Language (ESL) training until they are able to enroll in a vocational or technical training class offered in English. The main problems with the Refugee Program have been the lack of time available to bring the student to the level of English fluency required in the work-place, and the frustration experienced by students and instructors at the length of time required to reach a level of employability. In order to deal with this problem, a bilingual vocational training program was initiatated. In this program, vocational instruction is offered in the native language, with ESL instruction offered concurrently. As the student's English fluency increases, English is used in the vocational classroom. As successful as the bilingual vocational training program has been, it has not solved all of the difficulties involved in providing services to students in a mainstream vocational classroom made up of speakers of a variety of languages when the instructor is monolingual English speaking and the instructional materials are not available in the students' languages. Resolving these difficulties depends upon the instructor's willingness to provide the tools, information, and guidance needed; and upon the use of outside resources such as ESL instructors, the media department, and student volunteers. [ERIC abstract by AYC]

Peterson, M., and Berry, D. W. (1984). Strategies for using external resources in bilingual vocational training programs: A guide for program planning and operation. Washington, D.C.: Kirschner Associates, Inc., for the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

This handbook describes the procurement and use of external resources from businesses, industries, educational institutions, public and private agencies, community organizations and individual volunteers. The main study findings are:

- All programs examined for the study obtained relatively large amounts of external resources that augmented program operations conducted under the basic funding grant.

- The largest amounts of external resources were obtained through in-kind contributions from the sponsors of the training programs.

- Private businesses and industries have provided relatively large amounts of assistance to some programs.

- Multi-year funding of projects provides bilingual vocational training programs with continuity which enhances their capabilities for obtaining external resources and also encourages programs to place greater emphasis on follow-up contacts with former trainees and employers.

Available from: Evaluation, Dissemination and Assessment Center
(See "Networks" section for contact information)

Pratt, S. (Ed). (1982). English in the Workplace. TESL Talk, 13(4).

This special issue of TESL Talk, a quarterly journal for ESL teachers in Ontario, surveys the various approaches to program design, opearation and evaluation of English classes for immigrant workers in work sites and union halls in Canada. The role participants play in the design of the curriculum is an ongoing theme in the articles. Programs where teachers spend considerable time analyzing students' worktime communication needs are contrasted with programs which develop curriculum materials with students themselves. Sample curriculum units include topics such as worksite problems and collective action. (A previous issue of TESL Talk [9(3), Summer 1978] addressed Canadian and British workplace projects in detail.)

Refugee Materials Center, U.S. Department of Education. (1986, November 30). Refugee materials center bibliography. Kansas City, MO: Author.

This listing of over 700 free materials available to educators and others involved in educating refugees and/or immigrants includes vocational ESL textbooks, workbooks and supplementary materials. Other materials of interest to VESL instructors include research studies, bilingual vocational training bibliographies and other instructional materials.

Research Management Corporation. (1985). Vocational English language training resource package. Falls Church, VA: Prepared for the Office of Refugee Resettlement, U.S. Department of Health and Human Services.

This resource package contains: 1) descriptions of three types of VELT programs and factors for successful design and implementation; 2) a list of VELT resource programs and people; and 3) an annotated bibliography of non-commercial, available VELT materials. Resource materials and programs serve the employablility needs of adult refugees and other limited English proficient adults. The package is a good starting point for networking among other vocational English programs and practitioners. The annotated bibliography provides a valuable list of available classroom materials, their content, level, cost and source.

Sayers, D. (1980). Bilingual vocational training with trainers and trainees: concepts and applications. Hartford, CT: Connecticut State Department of Education. [ED 259 193]

This monograph explicates the techniques for bilingual skills training of adults and out-of-school youth that were developed in the bilingual vocational training program at Bullard-Havens Regional Vocational-Technical School in Connecticut. The first chapter deals with the problem-posing and questioning technique known as "concientizacion," which was developed by Paulo Freire and which has been used extensively in bilingual programs throughout the world. It focuses on the learning processes of codification, decodification, and recodification. Discussed in the second chapter is the technique of "capacitacion," which is a method for teaching visual English to vocational students that represents English word order rules in a manner that is systematized through question-words. Procedures are set forth for using tape and slide presentations and question-and-answer sessions based on the visual English method in bilingual vocational English classes. Concluding the monograph is an annotated list of selected references dealing with bilingual instruction for vocational students. [ERIC abstract by MN]

Smith, N. E. (1986, January). Teaching job-related English as a second language. Washington, D.C.: Office of Vocational and Adult Education, U.S. Department of Education. [ED 248 717]

This capsule summary defines and explains the benefits of bilingual vocational education -- its legislative history and implications for adult basic education programs. The paper then describes various publications produced under the federally funded bilingual vocational training program. Because the products have been field tested with limited English proficient adults - and have been proven to work - the job-related English as a Second Language program strategies and practices described in these products are valuable to ESL teachers.

Troike, R.C., Golub, L.S., and Lugo, I. (1981). Assessing successful strategies in bilingual vocational training programs. Rosslyn, VA: InterAmerica Research Associates, for U.S. Dept. of Education. [ED 216 182]

Based on the findings of a study investigating the factors and practices that have contributed to the successful outcomes of nine existing bilingual vocational training (BVT) programs, this guide is designed to provide practical ideas and information to program administrators and others interested in initiating and improving vocational training programs for persons with limited English speaking ability. Following a discussion of the study on which the guide is based, brief descriptions are provided of the BVT programs studied. Explained next are various successful program strategies utilized in the following BVT program areas: program administration, staff development, staff recruitment, trainee recruitment, trainee selection, program orientation, bilingual vocational skills instruction, advisory committees, curriculum development, counseling, cross-cultural training, linkage activities, on-the-job practice, job development and placement, program records, and institutionalization. Various criteria for success in bilingual education are discussed. Covered next are such aspects of planning BVT programs as needs assessment, linkage activities, administrative structure, program design, scheduling, staff development, coordination, and evaluation. Included in appendixes to the guide are checklists of criteria for successful strategies in BVT programs and passages from pertinent federal legislation. [ERIC abstract by MN]

Available from: National Clearinghouse for Bilingual Education
(See "Networks" section for contact information)

MASTER
BIBLIOGRAPHY

This bibliography lists, in citation form, all of the documents which have been previously cited in the small bibliographies that are found at the end of most sections in this notebook. Additionally, other documents not previously cited are included in this listing. Citations from the annotated bibliography are cited once again in this list. This bibliography is coded to assist the BVT practitioner in selecting the documents which will best suit her or his purposes. The codes used are as follows:

1. BVT Overview: Comprehensive covering of BVT issues and practices
2. Materials
3. Private Sector Involvement
4. Funding
5. Job Market Analysis, Student Placement and Counseling
6. Student Testing and Assessmen
7. Coordinating the Vocational and Language Components
8. Creating Proposals and Action Plans
9. Networking

CODE	CITATION
2	American Association for Vocational Instructional Materials (AAVIM). (1987). AAVIM catalog, Computer software resource catalog, Performance-based teacher education catalog, and, Competency-based administrators education catalog. Athens, GA: University of Georgia, AAVIM.
2	Americas Corporation. (1986). Annotated catalog of bilingual vocational training materials. Berkeley, CA: Author.
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Regional Meeting in Bilingual Vocational Training

Research Management Corporation

WORKSHOP EVALUATION

1. Workshop site _____

2. Date of evaluation _____

3. Type of Organization for which you work: (Check one)

   _____ a. Community College _____

   _____ b. Post-Secondary Voc-Tech. School _____

   _____ c. Community Organization _____

   _____ d. Private Industry _____

   _____ e. Other _____

4. Your position with the Organization listed above:

   _____

5. Is your BVT program currently funded through the Office of Adult and Vocational Education, U.S. Department of Education? Circle one:

   YES NO

Please rate each component below for effectiveness and usefulness from:
(1) lowest rating
to
(5) highest rating

	Effectively Conducted	Useful
Monday - Day 1		
BVT Keynote Address and Overview	_____	_____
Assessing the Job Market	_____	_____
Assessing Student Language Levels	_____	_____
Networks for BVT	_____	_____
Materials for BVT	_____	_____
Tuesday - Day 2		
Private Sector Linkages-morning	_____	_____
Private Sector Linkages-afternoon	_____	_____
Coordinating Language and Vocational Components-morning	_____	_____
Coordinating Language and Vocational Components-afternoon	_____	_____
Sources of Funding	_____	_____
Wednesday - Day 3		
Action Planning and Proposal Writing	_____	_____

GENERAL FEATURES' EVALUATION

Please check the appropriate boxes to indicate how you would rate the following general features related to the workshop.

	Excellent	Adequate	Poor
Acoustics, case of hearing in workshop room			
General comfort in workshop area			
Organization and format of the workshop			
Pace of workshop activities			
Interest generated by workshop			
Variety of activities during workshop			
Opportunity for involvement of participants			

- -

OVERALL EVALUATION

1. Additional comments and/or suggestions for improvement.

2. Did your understanding of BVT increase? Please explain.

3. Do you need information on topic(s) not covered? Please explain.

WORKSHOP COMPONENT EVALUATION

Component Title _____

Is your BVT program currently funded through the Office of Adult and Vocational Education, U.S. Department of Education? Circle one: YES NO

Please respond to each statement below by circling the number of the appropriate response.

	Very Much				Very Little
1. The presenter was interesting.	5	4	3	2	1
2. The presenter was effective in getting the point(s) across or teaching me new skills.	5	4	3	2	1
3. The topic was useful to me in my work with LEP adults.	5	4	3	2	1
4. I learned something new.	5	4	3	2	1
5. The materials were effective.	5	4	3	2	1
6. The workshop activities were appropriate.	5	4	3	2	1

Other comments: